

THE JOURNAL OF EDUCATIONAL METHOD

Devoted to the Improvement of Teaching and Supervision

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EDITORIALLY SPEAKING

STUDY CLUBS FOR PRINCIPALS

No school man can continue to do a successful business on the capital invested ten or twenty years ago. This appears to be the meaning of the widespread custom of attending summer school. It accounts also for numerous extension classes, the larger enrollments in educational associations, and the increasing circulation of educational books and magazines.

No aspect of the nation-wide movement for training in service is more promising than that relating to the activities of principals of schools. Although they constitute the last group to catch step, they seem determined to make up for lost time by means of redoubling their efforts and being constant in season and out of season. Thus in many places they have added to the ordinary agencies of professional improvement series of study clubs, in the smaller places including in one group all of the principals in the city and in the larger centers dividing up into sections of ten or twelve for regular meetings at which reports of investigations are made and discussions of current problems conducted.

Among the pioneers in this movement are the principals of Seattle. In addition to

stated meetings with the superintendent of schools, at which city-wide policies are worked out, every principal belongs to a small group or study club, the members of which come together once a month at dinner and carry out a definite program. Among the topics which these clubs have treated are the following: informal tests in the various school subjects; relation of reading to content subjects; method of supervision and conferences; handling of office details; anticipating emergencies; check list for self-rating; dealing with exceptional children; orienting the cadet; systematic professional reading. Such topics should be the basis of study and discussion among principals the country over.

EQUALIZATION OF OPPORTUNITY

A principal in a large city complained recently because she was not permitted to select the teachers for her school. She overlooked the fact that the Almighty does not love the children in her district any better than those in other districts. School authorities are under a moral obligation to see that the children of one community have just as good educational opportunities as those of any other.

This principle is readily recognized in theory even if it is far from practised in fact. There is a corresponding principle, however, that has as yet hardly been stated, namely, that the pupils of one grade are entitled to a teacher who has as good preparation for her work as the teacher of any other grade. Promotion in the schools is to be obtained at present mainly by moving up. The elementary teacher qualifies for a high-school position and enters upon it at an advance in salary. The elementary school principal does the same. At the very time when the most enterprising in the elementary force are prepared to render exceptional service, they transfer to a higher school and rob the lower school of the advantage of increasingly expert service.

The situation is rendered more than ever acute at the present time by the transformation of the normal schools into teachers' colleges with four-year courses and bache-

lors' degrees. These colleges are now emphasizing the training of high-school teachers. This is what the colleges and universities have already been doing for many years.

Unless a remedy is found, the future of the elementary schools will be seriously threatened. There is a remedy and only one—the single salary schedule, for teachers and for principals. Wherever four years of preparation are demanded for high-school teaching, let four years be demanded for elementary school teaching. Let at least four years of preparation beyond the high school be demanded at once of all principals everywhere. Give equal pay to persons whose qualifications, length of service, and tasks are comparable. The single salary schedule should be urged as the chief assurance that the elementary schools of the future shall have a square deal.

A JOB ANALYSIS OF ELEMENTARY SUPERVISION¹

P. F. VALENTINE

State Teachers' College, San Francisco, California

This is the result of an investigation conducted with the twofold purpose of ascertaining what several supervisors do in the actual process of elementary school supervision, and securing the personal reactions of teachers with regard to those activities.

The procedure adopted was as follows: (1) The writer held personal conferences with ten people of mature experience in general elementary supervision, both rural and urban. These conferences were conducted as frank inquiries in which detailed notes were taken as record of the specific activities performed. The notes were finally collated, yielding a list of 36 specific items. (2) This list was sent to teachers familiar with teaching under supervision, who were instructed as follows: (a) "Considering the entire list, including any items you may have added,² place a plus sign after each activity which you approve of." (b) "Place a circle after the ten (only) which you consider *most desirable*."

The total number of accurately marked replies was 98, coming from teachers in rural, small town, and city schools in five counties of California. The entire study yielded three lists: (1) the original list of activities performed; (2) the list showing the order of teachers' approval; (3) the list showing the order of judgments as to *most desirable* activities. It was recognized as probable that the items standing highest

on list "2" would also stand highest on list "3," although such result would not necessarily follow because activities commonly approved might not be commonly judged to be most desirable. The method amounted to a double check on the teachers' reactions.

In many cases where the job analysis is employed the sole question is a determination of the specific activities necessary to an efficient attainment of results. But the peculiar nature of supervision is that it involves the human factor to a high degree. In the industries and commercial enterprises generally, while the human factor is fully recognized, it is more or less subordinate to the economic objective. When it comes to teaching, however, we face a situation in which the intensely personal reactions of the teachers are of the greatest importance. The supervisor cannot impose, with the authority of a factory superintendent, those methods of procedure which he arbitrarily chooses. If he tries to do so he will defeat his own ends. It is with this fact in view that the writer supplemented the usual job analysis through formal interview by securing the reactions of teachers.

Following is the original list of 36 items, but rearranged in the order in which they were voted approval by the 98 teachers. The figures in parenthesis after each item show the number of votes received.

¹ Investigation carried out under the direction of Dr. Cyrus D. Mead in his graduate seminar in Elementary Supervision, School of Education, University of California.

² It was previously explained to the teachers that they might add any items not appearing in the list which they thought should be there. Practically no added items were found in the returns.

ITEMS LISTED IN ORDER OF APPROVAL

1. Hold office hours for teachers seeking help. (89)
2. Give classroom demonstrations when requested. (89)
3. Hold instructional group meetings with new teachers. (84)
4. Plan with new teachers individually. (83)
5. Advise and assist in the collection of collateral materials, visual aids, etc. (82)
6. Help teachers with broad and suggestive recommendations. (81)
7. Hold friendly personal conference with teacher following visit. (81)
8. Hold frequent instructional conferences with teacher groups. (70)
9. Send out mimeographed lesson helps. (67)
10. Encourage invitations from teachers for special visits to their classrooms. (67)
11. Send out mimeographed suggestions for reading and self-help. (67)
12. Personally give prearranged model lessons at teachers' meetings. (66)
13. Inspect and make recommendations concerning physical equipment of classroom. (64)
14. Direct classification and instruction to meet individual differences. (63)
15. Give spontaneous demonstrations during visit. (62)
16. Organize inspiration meetings with invited speakers. (61)
17. Organize special experimental work in the evaluation of texts and methods. (61)
18. Make silent, friendly classroom visits. (61)
19. Train and direct teachers in consistent use of tests. (60)
20. Conduct prearranged demonstrations of teaching by successful teachers. (58)
21. Conduct formal exhibitions of completed work. (55)
22. Organize teacher committees for curriculum studies. (55)
23. Ascertain the problem, project, or "teaching situation" prevailing in a room before visiting it. (53)
24. Conduct coöperative study and discussion groups. (52)
25. Exhibit or read brilliant work of other classes. (51)
26. Get the human background of each teacher by learning, through friendly interest, her outside responsibilities, why she is teaching, her ambition, etc. (46)
27. Rate teachers for promotion and advancement. (45)
28. O. K. tests and testing programs. (45)
29. Encourage and make recommendations concerning summer vacation improvement. (44)
30. Become familiar with the community interests and activities of the teacher. (41)
31. Send to teacher a typed report of criticism and help following visit. (37)
32. Personally administer standardized or other tests. (35)
33. Direct home reading courses. (31)
34. Organize, in detail, material and procedure for each teacher. (24)
35. Make suggestions during observed lesson. (21)
36. Take notes during observed lesson. (14)

It is of interest to note that the first 25 items on the list all received votes equal to more than 50 per cent of the total number of teachers responding. This is an encouraging indication that the function of the supervisor is generally approved. There is an old and familiar lesson, however, in the character of the items placed at the lower end of the list, all of which suggest interference on the part of the supervisor with the personal or teaching independence of the teacher.

It is also of interest that the first nine items (those standing highest on the "approval" list) correspond with the nine highest on the "most desirable" list. Beyond this point, however, the correlation breaks down somewhat. When the vote was on desirability, the nine highest ranged from 60 to 34 tallies. On the other 27 items the vote as to desirability ranged from 28 to 2.

The activities most distinctly undesirable, judging from the number of votes, were those numbered on our list as follows, the vote for each being given in parenthesis: 36 (2), 33 (4), 32 (8), 30 (8), 29 (9), 25 (11), 35 (11), 27 (11).

The 25 items which were voted *approval* of over 50 per cent of the teachers may be classified under six major functions of supervision. When so classified we may indicate the aggregate vote for each major function as computed from the "most desirable" list.

1. Instruction of teachers to improve their work. (Items 1, 2, 3, 7, 8, 15, 19, 20. Aggregate vote, 315.)

2. Concrete helps in teaching. (Items 4, 5, 9, 13. Aggregate vote, 143.)

3. Inspiration and leadership. (Items 6, 12, 16, 21, 25. Aggregate vote, 120.)

4. Establishment of coöperation between supervisor and teacher. (Items 10, 18, 23, 24. Aggregate vote, 100.)

5. Improvement of administration and curriculum. (Items 14, 17, 22. Aggregate vote, 61.)

6. Professional or cultural improvement of the teacher. (Item 11. Vote, 39.)

The vote has to be interpreted throughout, of course, with reference to the fact that items under the various headings were not equally distributed to begin with. In view of this fact it might be suggestive to compute the average vote for the items in each of the groups and draw comparisons upon that basis.

Group	1	2	3	4	5	6
Average	39.3	35.7	24	25	20.3	39

Eliminating No. 6 as containing only one item, these averages would seem to

indicate a strong preference for the items under headings 1 and 2.

Certain studies have previously been reported in which efforts have been made to get teachers' reactions to supervision. It is impossible, however, to make reliable comparisons with the present study because the diversity of terms used makes extensive overlapping unavoidable.

Cook reports a study based upon replies of 43 teachers, giving judgments of various phases of personality and details of attack.¹ The part of the study similar to the present one lists "forms of help that a supervisor can render, in the order of their importance." The first five on the list, with numerical values attached, are as follows:

1. Constructive criticism. (43)
2. Demonstrations of model lessons. (20)
3. Conferences. (10)
4. Teaching by supervisor. (10)
5. Respecting rights of teacher. (9)

A much more elaborate study is that reported by Nutt.² Among other things, this investigator secured expressions of opinion from 231 teachers as to the helpful things done by general supervisors. The items standing distinctly highest on his list are:

1. Encouragement, sympathy, and favorable comments. (112)
2. Helpful, valuable suggestions. (91)
3. Friendly, helpful, constructive criticisms. (71)
4. Coöperation. (47)
5. Demonstration teaching. (35)
6. Definite course of study. (32)
7. Inspiration. (30)

A study reported by Mead,³ in which members of successive graduate seminars in supervision at the University of California expressed judgments, finds general

¹ Cook, "Teachers' Ideals of Helpful Supervision," *Journal of Educational Administration and Supervision*, Dec., 1923.

² Nutt, "The Attitude of Teachers Toward Supervision," *Educational Research Bulletin* of Ohio State University, Feb., 1924.

³ Mead, "The Supervisor's Job," *Journal of Educational Method*, March, 1925.

supervision classifiable into the following major functions and rank:

1. To inspire and lead.
2. To improve instruction.
3. To improve curricula.
4. To evaluate text material.
5. To administer approved mental and educational tests.
6. To strengthen the teaching staff.

It is clear from an inspection of these studies that no direct comparisons are possible. The lesson is rather evident, how-

ever, that teachers prefer a supervisory service that is marked by friendly and tactful attitudes and which contributes a real helpfulness in the classroom. It is also rather evident that teachers do not rank first those more ambitious enterprises such as cultural or professional improvement of the teaching staff, experimentation, curriculum studies, and the like. While not disapproving of these, they prize more the direct services. Whether the supervisors themselves or the educational experts will wholly agree is another matter.

THE PRACTICAL RELATIONSHIP OF THE LIBRARY TO THE TEACHING OF ENGLISH COMPOSITION

HELEN I. McCANN

Librarian, Jefferson Intermediate School, Detroit, Michigan

It is a well-known fact that a school library should guard the literary inheritance of the child and convey such knowledge and enjoyment as our children's literature brings to the youth of each generation. Here is a connectedness between the library and English department of which all are aware and the absence of which would negative the cultural value of the library.

But the value of a school library as a source of material for composition projects should not be underestimated. Unless socialized class work is in evidence, an arbitrary composition topic may be chosen by the teacher and the material which the library could provide is never used. Any examples of such use must necessarily be suggestive only if the composition work is to be spontaneous. The collected compositions are chosen in proof of the practicality of the relationship and not because of particular merit other than that we believe

they exemplify that learning to write the English language need not be made a task in order to acquire clearness, correctness, and color.

TYPES OF RELATIONSHIP

1. News Items:

To provide news items for the school paper is not an exclusive function of the library, but its individuality tends to make it a source of information which is interesting to other pupils. If the school does not publish a paper, these reports may be given orally in the classroom.

Result:

The following example was chosen because the interview between the librarian and the pupil was of short duration, but in the role of reporter for the school paper the pupil through attention and observation secured a "story" so interesting that

she aroused an enthusiastic interest in the school library.

OUR LIBRARY

One attractive feature of the library is the group of six glass-partitioned rooms in which departmental conferences may be held. Groups of children from English or science classes will come here to discuss class problems, and to collect and assign to one another books, magazines, or other material pertaining to the subject.

There will be shelved over two thousand volumes. These consist of ready references such as encyclopedias and year books; interesting science and nature books; practical books on all the useful arts; thrilling historical and travel accounts; fairy tales, fables, and folklore; stories so old that no one knows who wrote them first; standard prose and poetry collections; biographies of great men, and a moderate amount of the best fiction.

Library lessons will be given in the library classroom which is adjoining the main room. These lessons consist of the study of the book itself; the arrangement of the books on the shelves, and the use of the card catalogue in order to locate material quickly. This classroom is equipped with bulletin boards, chairs, and book shelves. Any class will be welcome to use it.

IRENE CLINE, 8A-1

2. Library Lessons:

The lessons given by the librarian on the use of books and libraries stimulate further inquiries which cannot be answered in the limited library time. In the study of the book itself, the famous mural paintings of John W. Alexander, which decorate the Library of Congress, are usually shown to the pupils. These are received with a great many inquiries, and an English teacher who follows the library lessons of her class is provided with composition subjects upon which her pupils

are already eager to do reference work.

Results:

- (1) Use of library for reference material on invention of printing, and manufacture of writing materials, resulting in such compositions as the following:

THE PRINTING INVENTION

The origin of printing is not known. It is possible that the Egyptians engraved on precious stones which were used for the purpose of impressing signatures on official letters. As far as definitely known, the first printing was done by the Chinese during the sixth century. These men used engraving blocks, instead of type, and they still continue to print in this manner. The Germans say that Johannes Gutenberg was the inventor. Gutenberg's printing office was at Mainz, Germany, and his first book was a copy of the Old Testament. The first printing press in the United States was set up in Harvard College, Cambridge, Massachusetts, in 1638. This press is of great historic interest. The first article printed on it was the "Freeman's Oath." This was also the beginning of what is now called the University Press. After the Revolutionary War the printing industry started anew, and it has continued to keep pace with the growth of the country.

ELMER T. KNIGHT, 7B-3

THE INVENTION OF THE PEN

Ages and ages ago, before the world was civilized, chips of stone were used for writing. Then, some time afterward, they sharpened them. They found the long stone was better with a point, so they made them that way. The instrument was called a stylus.

Later on, when the use of iron became known, they used that metal in place of stone. Still later a marking fluid was discovered, so they needed a different instrument. They put together bunches of hair and made brushes, but the time when these were first used is unknown.

By and by they used reeds which grew on the shores of Egypt, Arabia, and the Persian

Gulf. They cut the reeds and trimmed them down to a point.

After that they used quills of geese and swans. Great flocks were raised chiefly for these quills.

In 1780 the first metal pen was made.

In 1824 Mr. James Perry started the first big factory in England for making pens.

ALICE MITCHELL, 7B-3

(2) Making of a book itself: One such book was made by 7A pupils who selected their own school as a theme. This resulted in a complete history of the school, illustrated with pictures of the most interesting rooms. It circulated freely among the pupils and in that way brought a message from the school to the home.

3. Use of Pictures:

Most libraries have a large or small picture collection. This illustrative material, whether it be found in the picture file or on display in the room, offers interesting topics for descriptive writing.

Result:

A set of pictures decorating the library furnished the material for a library serial which appeared in the school paper. There were twelve installments besides an introductory article. The following have been chosen as examples:

A LIBRARY SERIAL

Beginning with the next issue, the *Jeffersonian* will publish a series of articles introducing the twelve pictures decorating the library panels.

These colored illustrations are by Jessie Wilcox Smith. They first appeared on the covers of the *Good Housekeeping* magazine and by popular request were combined later in book form and called, "The Boys and Girls of Book-

land." Through the publishers of this book we were able to secure the entire set.

Each picture deals with well-known characters in children's literature. We hope that all the pupils of this school will not only become familiar with the pictures but will also become interested in the books in which these characters play a part.

KENNETH BURNS, 8B-1

GREAT PALS

The quaint old picture of David Copperfield and his mother is found in the library, the second one to the left of the fireplace; just notice it when you go in—the mother, dressed in a dainty, old-fashioned gown, seated on a bench in the garden. David is standing by her side. Miss Smith has made the picture very attractive with the touch of pink in the parasol, contrasting with the sombre black of David's suit.

The two were great pals! They needed to be since David had a cruel stepfather! Read the story.

CHARLES BRADY, 8B-1

"ALICE IN WONDERLAND"

We have a new and interesting picture in the library called "Alice in Wonderland." I wonder just how many girls and boys of twelve and over will read the book again. See if you don't laugh and get a different vision of the story than you did when you were younger.

Imagine yourself in Wonderland with so many queer characters! Would you stand in the center of a group consisting of a rat, a turtle, a bunny and a large dragon and be as calm as Alice?

Many people, when they read the story, think they are having a bad dream. If you want to have some fun just read *Alice in Wonderland*.

SUSAN STEARNS, 8B-1

4. Newspaper study:

The intermediate school is the logical place to make an initial study of the daily newspaper. Most of the boys because of their selling acquaintance with the papers keep posted daily

on at least the headlines. The girls of the advanced classes know just where to look for the evening serial. They are mentally alert to the interesting possibilities of such a study.

Result:

Reference questions concerning the newspaper plant. One such discussion resulted in a demand for Given's *Making of a Newspaper* and an eager search for the origin of such newspaper language as "scoop," etc.

5. Travel Information:

The library has many books of travel and such magazines as *National Geographic* and *Travel*, which contain valuable and interesting descriptions of our own and foreign countries. The use of these by English classes resulted in two interesting projects.

Results:

- (1) A group of 9B-1 pupils wrote their findings in letter form, describing their visits to Switzerland or Norway. These social and delightful compositions appeared in the school paper.
- (2) A 7A-1 class wrote their findings in the form of advertisements with all the ingenuity of a travel bureau.

6. Webster's Unabridged Dictionary:

The unabridged dictionary is indispensable as a reference book during a class discussion of words. It has in addition a number of colored plates which are an unfailing source of delight to pupils of intermediate school age.

Results:

- (1) Class project collecting and describing national flags.
- (2) A group of compositions describing seals of states.

- (3) Class project identifying and describing old coins by comparison with dictionary plates.

7. Fairy Tales, Fables, Folklore and Legends:

Children of intermediate age take either a scornful or secretive attitude toward the above group of books. The difficulty lies in their inability to differentiate. These books should be discussed in class and the pupil who considers all legend and fairy-tale literature to be too juvenile for his attention should be led to distinguish and have a sympathetic attitude toward the folklore of nations. The child who has difficulty in making the break from fairy tales to other reading, should be taught to estimate them correctly without being ashamed of his interest in them.

Results:

Class consulted dictionary for definitions of the words: fairy tale, folklore, fable, and legend. They found examples among library stories. They wrote original examples of fairy tales and fables. Some students of foreign birth told stories from their native folklore.

8. Bibliographies:

Pupils should be taught to give credit and mention sources from which they have taken composition material. In planning an auditorium hour to celebrate a special holiday or to commemorate the birthday of an author, pupils could be taught to consult, collect, and list available books, pamphlets, and magazine material found in the library.

Result:

As the result of such teaching an 8A-1 class made a vocational bibliography at the request of the voca-

tional counselor. They used as their model the *Reader's Guide to Periodical Literature*. They later made a card catalogue listing these references by author, title, and subject.

9. Magazines:

The confiscation of sensational magazines becomes a continual process if the child is not familiar with a better magazine or has no basis of comparison. The examination of the magazines in the library can secure this basis.

Result:

After such an examination one class reported on the special features of each and classified them into the following groups:

1. Current events.
2. Literary.
3. Science and invention.
4. Household topics.
5. Juvenile.

Individual pupils selected the best magazine in each class to meet needs of individual family if finances permitted subscribing to five.

10. Note-taking:

This is an important phase of composition study and the successful reference work of all departments depends upon it. Several methods of note-taking might be studied, emphasizing the importance of (1) subject matter, (2) clearness, (3) brevity.

Result:

Two pupils were sent to library to take notes on the same assignment, one using the paragraph and the other the outline method according to his preference. These notes were written on the blackboard at the next class period and the class wrote compositions about the central points mentioned, using the notes of either

pupil according to individual preference. These compositions were read with a view to deciding which pupil had the more valuable notes, considering the good qualities of note-taking, which had been discussed in the previous lesson.

11. Letter Writing:

It is possible to secure free or at little cost pamphlet material which the library needs for reference use for all school departments. This need is recognized by the pupils and they are eager to supply it when possible. Much of it can be secured free from the Government, from manufacturing firms, and from banks. For lack of time the librarian cannot always send for it. Pupils' letters requesting this material for the school library would receive the same attention and would at the same time be a valuable lesson in letter writing.

Result:

An 8A-1 group came to the library seeking information concerning the entrance requirements of several schools and colleges. In using our encyclopedia the pupils were disappointed because the articles on each university, while complete on other details, lacked the required information. The librarian told them that such information could be found in the university catalogues, which could be secured by writing to the universities. They immediately volunteered to write for them. The librarian suggested that catalogues of other universities would be valuable also. They thereupon decided that the whole class could enter into the project and that they would bring the matter to the attention of their English teacher on the follow-

ing day. They are now busily engaged in writing for the catalogues and the library expects soon to have a complete file for future use.

12. Museum Exhibits:

The library should be the distributing center for all illustrative material. The natural curiosity of the child makes him ask many questions concerning these exhibits which cannot be answered in the brief explanation displayed with the exhibit. The simple question, "Have you seen the exhibit?" will bring a host of questions which can be answered by consulting the encyclopedia or other reference books in the library. The children delight in writing these explanations for the enlightenment of their class or for insertion in the school paper.

Result:

The children's museum furnished a group of pictures illustrating wind and weather. They were not as instructive scientifically as had been expected and the children, seeing the humor of the situation, used them for composition subjects; the following poems were contributed to the school paper with all the humor and delightful superiority of the adolescent toward a primary school exhibit.

HUSH-A-BY BABY

The moon was high
In the deep blue sky.
While the babe was swinging
The birds were winging.
Her cradle was ropes
Weaved together so close.
When the moon sinks low
The birds will go
In a tree so high,
Neath the summer sky.

EVELYN HILL, 7A-7

SPRING! SPRING!

Spring! Spring! beautiful Spring!
I have a cold in my head and can hardly sing.
It used to be cold and dreary,
But now it is nice and cheery.
And up above our heads so high,
Shines the sun through nice blue sky.
Oh! Spring, Spring, Spring!
After a while I shall be able to sing.

LINCOLN DOSENBACH, 8B-2

A STORM AT SEA

The waves rose high
'Neath the stormy sky,
While the sailors watched with an anxious eye,
Peering and peering but naught could descry.
On and on the ship was hurled,
With wheel held fast and sail unfurled.
But at last o'er the deck the waters whirled,
The ship no more was seen in this world.

EVELYN HILL, 7A-7

SEE-SAW

The board is long as long can be;
You know what would happen, if 'tweren't,
to me.
You'd be up there so safe and sound,
While I'd come tumbling to the ground.
You go up and I go down.
Isn't it fun as the wind blows around?

BEVERLEY PLUNKETT, 7A-7

13. Literary Allusions:

When literary allusions appear in the classics used for classroom interpretation, the pupils should be sent freely to the library to consult such books as Brewer's *Reader's Handbook* and Gayley's *Classic Myths*.

Result:

The use of such books resulted in a class project in which the children wrote stories making allusions to characters or remarks which they remembered from their own supplementary reading. The class interpreted these and designated from what books they were taken.

14. Quotations:

In interpreting and placing quotations, children can be introduced to such library books as Hoyt's *Cyclopedia of Practical Quotations* and Bartlett's *Familiar Quotations*.

Result:

One class after introduction to these books selected quotations which appealed to them and wrote short paraphrases of them. It is the use of these books of quotations which makes the writing of the composition a pleasure.

15. Book Reviews:

To advertise new books; to bring to light books disregarded and to make interesting the books on the assigned reading lists is the ambition of every librarian. All these things can be accomplished by use of the book review, especially through the child's summary of the book. One of the hardest tasks of the English teacher, on the other hand, is to secure from her pupils a willing and sincere and original report on the reading they have done. Coöperation between the library and the English department may do much to bring about the desired result.

Result:

Such coöperation in one school resulted in having a bulletin board dis-

play of book reviews, which stimulated reading and accomplished wonders in changing the pupils' attitude toward the hitherto despised book report. Colored pictures, illustrating characters or scenes from the stories, were clipped from the paper book covers or from other advertising material. These were pasted on the composition papers and beneath them were given the opinion of the reader regarding the book and just a hint of the story in order to arouse other potential readers. All the reviewers were hopeful that their personal opinions would be displayed on the bulletin board. All week long groups of boys and girls could be seen deeply absorbed in such accounts as the following:

Would you like to be able to recognize the people in the above scene? If so, read carefully your *Last of the Mohicans*.

Are you interested in tribes of Indians and their attitude toward the white people? Learn about them by following Alice and Cora, two sisters, with their escort Heyward, on their journey to reach their father, General Munroe, who is in the English army. It is necessary for the party to pass through the French lines in order to do this. Do they arrive at their father's company in safety?

Who is the "last of the Mohicans?"

EVELYN GROSSMAN, 8A-1

THE PSYCHOLOGY OF FORCED READING

A Library Project in Outline Form

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THE NEED

Being duly convinced that arbitrary reading lists are wrong in principle and result in more harm than good, and that forced reading not only violates every theory of child psychology but cultivates an unnecessary and objectionable attitude of rebellion, we—a group of teachers and librarians—began searching for some guide that would tell us if certain books, long considered classics and invariably placed in certain grades by right of precedent, should be encouraged, eliminated, or transferred to other grades where they seemed to belong by right of intelligent choice.

THE METHOD

There was only one way to do this and do it logically, and that was through those most vitally concerned—the children themselves. Also, it could best be done by proving through the medium of original stories what elements each period of development would place in these original stories when each child was left free to follow his own desires unhampered by adult suggestion.

THE RESULTS

The results we offer for your consideration seem to us to be at least a beginning; the transfer of many books that seemed to fill the needs of certain grades to the place where they belonged resulted in most cases in solving what had before been serious problems and in proving more or less conclusively the value of the test. We defied all the authority of established custom, still

we had the sanction and approval of the children.

A GENERAL TEST

No test of the general kind described in this article can be absolutely accurate since individual children change rapidly, but as these tests were made with average, not retarded or accelerated groups, we feel that we have made a start, however simple, in what cannot help but prove a most interesting study as well as one of vital importance.

Every precaution was taken to see that the children were not unduly influenced. The tests were made in city, rural, and village schools, so local conditions and personnel of the teaching force were reduced to a negative quantity. Ninety per cent of every grade ran true to the type given in the chart which follows, and that seems high enough to warrant consideration. The tests were given by student teachers, so the personality of even their own teachers was not in evidence.

METHOD EMPLOYED IN EACH GRADE

The first and second grade work was entirely oral. Here, the story was told by a single child to a single student-teacher so that no story could influence any other story.

In the third and fourth grades, the socialized recitation was used. The children worked in groups of three. The stories were coöperative and were the product of much discussion and arranging. The

boys read many collections of stories as well as books in search for what to them was the type they wanted. They gave much thought to sequence of events and endings, while the girls decided very quickly, taking a favorite story as a model and giving much attention to detail.

In the fifth and sixth grades, the outline of the story they wished to write was made by the children with no help from the classroom teacher. The effect of their book reading was very evident. Boys and girls were almost identical in general technique and quality of production. The outline was handed in at one class period and the story was written from that outline at a second class period. No help was given in any case.

In the seventh and eighth grades the students were given a week in which to write the story. The first draft was to be handed in without re-copying, so that no outside influence could be brought to bear in the revision. Here again both boys and girls followed much the same lines. It was rarely that a story could be identified as the work of either sex. The boys, however, still gave more attention to the high points and the girls to minute details. Although no request was made that the students work independently, in only two cases had the stories been discussed. A feeling of secrecy seemed to be strong and a desire to keep one's thoughts to one's self was very evident. There was none of the *my-story-is-going-to-be-better-than-your-story* attitude in any of the classes.

TENDENCIES OF ALL GRADES

Although the children of all grades seemed to be intensely interested in this work, those of the fourth and sixth were the most enthusiastic. The physical or mental age may be responsible for this, as these are the two grades that are generally con-

sidered to be the hardest to discipline. In the fourth it may be a slow reaction to the story-telling and being-read-to program so prevalent in the primary. In the sixth, it may be an intense self-satisfaction actively expressed in the ability to read anything and everything for themselves. However and whichever it is, it offers food for thought to the compiler of arbitrary reading lists.

TOPICS

We wished to take for a main topic something that would be of interest in the first as well as the eighth grade. We wanted an object with both concrete and abstract attributes and one lending itself to both a practical and an imaginary setting, so we chose a bunch of perfumed keys.

First, the children were prepared for the final test by going through the same procedure that we wished to use, with other topics—a dog, a pink sunbonnet, a train of cars. The dog stories ran all the way from the woolly, stuffed toy of the nursery to the Jack London type of animal story. The pink sunbonnet stories were mainly humorous but still true to the type we were to find later was common to certain grades. The train of cars ranged from the electric toy and trips on the train in the lower grades to train robberies and even elopements in the upper grades.

The results of the final test with the bunch of perfumed keys are given in the accompanying chart.

SOME AUTHORITY FOR THE METHOD

In several books by noted educators and psychologists, mention is made of the book needs of the child at certain periods of his natural development, so we know that there is an undercurrent of interest in this important medium of education. The feeling toward the question, however, seems to

RESULTS OF FINAL TEST WITH TOPIC, "A BUNCH OF PERFUMED KEYS"

Grade	I	II	III	IV	V	VI	VII	VIII
Average Chron. Age	7 Years	8 Years	9 Years	10 Years	11 Years	12 Years	13 Years	14 Years
Type of Story	Realistic	Games and Animal	Fairy Story	Folk Tale	Modern Fanciful	Pirate and Adventure	Present Day Romance	Detective and Mystery
Key Motif	Losing to Giving to Mother Letting people in Joy in being of service Toys commonly used	Hiding and finding Animals in almost every story Many children in each Group instinctively evident	Letting into beautiful countries and Wonderful adventures Single child wandering alone Always happy Generally gifts from fairy beings	Secrecy Unlocking forbidden doors Stealing the keys	Always trying to unlock doors that could not be unlocked Keys too large, too small, or the wrong key	Chests and hidden treasure Keys large in size Richness of descriptive adjectives: old, rusty, stained, bent, clanking	Keys tiny, generally of gold or silver Keys of jewel cases and lockets	Locking people in Locking up money and valuable papers Keys of curious workmanship
Perfume Motif	Not mentioned	Seldom mentioned Used as abstract adjective	Always the odor of real flowers Keys to rose gardens smelled of roses; to forests, smelled of pine, etc.	Useful in locating culprit, who was usually punished by death Odor never named Never described as sweet	Mysterious Unknown Rarely named	Old damp cellars Rotted wood Salt water	Perfume of commerce Odor belonging to individuals Always rare and delightful	Used to trace criminal or missing individuals Generally Oriental, as: sandalwood, incense

be one of vague uncertainty. It is a question to understand which takes, first, a clear contact with many children of all grades and, second, an opportunity to trace results through several consecutive years. These two fundamental requirements few of us are fortunate enough to find available.

The two following quotations seem to give a psychological approval to our method of attack:

If parents and teachers would ask children to tell make-believe stories and happenings and then tell true ones and do the same themselves, not only would there be built up in the children's minds standards by means of which they could judge between the real and the make-believe, but they would also be having experience in judging between the two.

—Norsworthy and Whitley,
The Psychology of Childhood.

From Sensori-Motor to
High Level Bonds

The course in this begins when baby lives his literature at home, when father is a horse or a bear and the little one a rider or a hunter. A much higher level has been reached when he sits or lies with bright eyes fixed far away and weaves fanciful pictures fast while mother sings or tells some tale of wonder. After a time he takes his third degree. He begins to fabricate, to babble original childish stories and so takes his place among the ranks of authors.

—La Rue,
The Child's Mind and the Common Branches.

If the making of original stories makes the child a creator, a real author, we are not going far afield when we employ this means to discover a child's real needs and desires.

QUOTATIONS PERTAINING TO THE FINDINGS IN DIFFERENT GRADES

Following are quotations that seem to us to give an added meaning to our findings. We are placing these quotations in the grades where they seem to apply.

FIRST GRADE

Nothing is to be gained by plunging our babes prematurely into the sea of romanticism and esoteric magic, which lures by the name of fairyland. All there is of poetry there, loveliness of imagery, sweetness and nobility of character, can be found elsewhere in story form or verse.

—*A Mother's Letters to a Schoolmaster.*

If this be true, how about *East of the Sun and West of the Moon*; *The Cock, the Mouse and the Little Red Hen*, and *Ali Baba and the Forty Thieves*? These titles are found on many lists. Practically seventy-five per cent of the average book list for this grade is made up of fairy stories. Is this psychologically wrong?

According to our findings, in this grade the stories were all realistic. Toys were commonly used and the fanciful element was entirely lacking. In this grade then belong such titles as *All About Johnny Jones*, the *Peter and Polly* books, and *The Land of the Great Out-of-Doors*.

SECOND GRADE

The thoughts they (the children) like best to find in their stories are those elemental ones that flow from the dominant instincts. It is no wonder that the animal story in the first and second grade is the favorite story of all.

—La Rue,
The Child's Mind and the Common Branches.

We find book lists for this grade containing such titles as *Joan of Arc*, *The Little Shepherd of Provence*, and *Stories of Great Americans for Little Americans*; when here belong such books as *Jane, Joseph, and John*; *Peter Rabbit*; and the *Just So Stories*.

THIRD GRADE

In truth the cultivation of the imaginative faculty by means of the fairy tale is one of the greatest opportunities of parenthood. Only see to it that the fairy tales employed for this purpose do not reek of brutality and gore, of treachery and cunning, and see to it that

elements like this are not unduly conspicuous in any other kind of tales you put into the hands of your children. Give them no book to read, tell them no story that may react on a sensitive mind to the development of callousness or fear.

—Bruce,

Handicaps of Childhood.

We still find, however, such titles as *Jack the Giant Killer*, *Great Claus and Little Claus*, and *The Prince and His Ants* listed as good books for third grade. *The Prince and His Ants* is a vivid tale of cruelty in the animal kingdom. Of what value can it possibly be to a third-grade child? A small boy after reading *Great Claus and Little Claus* said, "Gee, I wish I had a grandmother, I'd try that!"

Literary authorities tell us that fairy tales are given to develop imagination. The question, "What kind of imagination do we wish to develop?" will help us to decide the kind of fairy tales we shall select. Does the fairy tale *develop* or *free* the imagination? In other words, is imagination an acquired or an inherited capacity? When we are sure of this we shall be able to judge more wisely. In the meantime, how about such books and stories as *Dabrunka and Katrinka*, *The Castle of Grumpy Grouch*, and *The Ugly Duckling*? These would at least be safe.

FOURTH GRADE

In the field of imagination the spontaneous, uncontrolled type holds sway.

—Norsworthy and Whitley,

The Psychology of Childhood.

Is there any food for an uncontrolled imagination in the following titles found in ten reading lists for this grade: *Birds' Christmas Carol*, *Little Women*, and *Black Beauty*?

A girl seeing *Birds' Christmas Carol* on the librarian's desk a few days before Christmas said: "Why do I have to cry over that book every Christmas? Every teacher I have ever had (she was in the

sixth grade) has read it to me. Have we no right to be happy even at Christmas?"

If the child of that period loves the mysterious action of the folk tale, how about *The Voyage of Dr. Dolittle*, *The Princess and the Goblin*, and *The Wonder Clock*?

FIFTH GRADE

A story without a personality in it would be just no story at all.

—La Rue,

The Child's Mind and the Common Branches.

If the mass story does not appeal here, and every thoughtful teacher and librarian knows that it does not, why include such books as *The Little Lame Prince*, *The Boys of Sixty-One*, and *Peterkin Papers* in lists for this grade? One might say that the "Little Lame Prince" is a personality, but is it the kind of personality that is good for the children? Would not *David Blaise and the Blue Door*, *Jim Davis*, and *Peter Pan* come nearer to filling the requirements of the child of this age?

SIXTH GRADE

Children of ten to twelve who do not have such material as the *Tale of Robin Hood*, *Ivanhoe*, and the Arthurian legends, experiences of pioneers and explorers, ballads, and all sorts of historical adventures and scenes to draw from, as well as the glories of the circus, the mysteries of the ghost tale and the interests of the simple industries around them, are much to be pitied.

—Norsworthy and Whitley,

The Psychology of Childhood.

How do these three titles answer these requirements: *The Rose and the Ring*, *Understood Betsey*, and *The Lonesomest Doll*? There is no doubt of our belief that this grade is the place for "Robin Hood" and "King Arthur," but how about *Baldy of Nome*, *The Slipper Point Mystery*, *Paul and the Printing Press*, and the books of Altshuler and Thomlinson? Do we allow these or do we label them as mediocre?

SEVENTH GRADE

A literary work like a well-planned house has a definite arrangement of parts designed to present its idea in most effective manner, but the adolescent will not be interested to study the structure of his literary house until he has begun to live in it. Indeed he *must* live in it before he can become familiar with its structure.

—Heniger,
The Kingdom of the Child.

“To live in” is another phraseology for environment. What understanding has the child of thirteen of the environment in which the following books are placed: *Hugh Wynne*, *Silas Marner*, and *David Copperfield*? Why force him into such phases of life as these when he has lived but one span of his own little life? Do we as teachers and librarians help create through the medium of the books we give the children somewhat of the qualities of the environment he may wish to create for himself? Take, for example, *The Secret Garden*, *The Stained Glass Lady*, and *Master Simeon's Garden*. Do these not give an environment in which the average child desires to see himself placed?

If teachers wish to read a book showing the ability of the children to create their own environment and live in it despite the actual world which lies around them, they should read *The Story of Opal*, by Whitely. It may have a basis of truth and it may be pure fiction, but it is a wonderful study in the psychology of childhood. If the seventh-grade child wishes to live in an environment of romance, by all means let him do it.

EIGHTH GRADE

Adolescence should have romance, love stories, adventure stories, and poetry, but they should be good—good, not from the standpoint of the

needs of the adult but from the needs of the adolescent.

—Norsworthy and Whitley,
The Psychology of Childhood.

Are any of these books good from the standpoint of the needs of an adolescent: *Lorna Doone*, *Plutarch's Lives*, or *Scottish Chiefs*? If not, why do we give them? Why not let them read with our sanction such books as *Freckles*, *The Primrose Ring*, and *The Enchanted Barn*?

The following are a further confirmation of our beliefs. One is from an educator, the other from a child psychologist:

To sum up, the attitude rather than the occupation determines whether a person is at play, work, or drudgery.

—Norsworthy and Whitley,
The Psychology of Childhood.

If this is true of the play spirit as an instinct, how can it be reconciled with the practice of forced reading?

Likewise we want him (the child) to experience pleasant associations with his reading. It is to be the chief instrument of his education, both in and out of school. For that reason we do not wish to have him shun it because it bears for him the onus of transferred dislike.

—Samuels,
An About-face in Education.

If the educator and the child psychologist agree on this matter, is it not time that teachers and librarians began to look carefully into the subject of the arbitrary book list with an eye to its remedying or its total elimination from the curriculum of the public school?

When we have learned how to grade life and conduct we shall know just how to grade literature.

—La Rue,
The Child's Mind and the Common Branches.

TEACHING HISTORY BY MEANS OF THE CARD SYSTEM

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This brief explanation of a method of teaching history to senior high school students is, it must be confessed, based upon the rather old-fashioned supposition that one of the chief duties of a history teacher is to teach history. That is, I intend to write about a method I have used to get the facts of history (and their interpretation) before my students in a clear, concise, and reasonably attractive manner. Not that I am unappreciative of the social significance of the study of history and the opportunities it offers for the development of all those qualities we now include under the general term "good citizenship," but that I think I can help raise the level of their citizenship by inspiring them with an honest horror of reasoning from insufficient or inaccurate data. Incidentally, I try to help students to appreciate the dignity, usefulness, and beauty of the study of history in itself and to point out to them the essential manliness of trying to learn it and to understand it. I have even, occasionally, in moments of enthusiasm, called their attention to the enormous spiritual waste which occurs when modern society allows decisions of tremendous human significance to be made by persons who know little of history. I admit to the students that history is an "informational" subject, but claim for it a usefulness in direct ratio with its mastery. I try to work away, in some measure, from the intensely individualistic trend which now dominates our educational theory and to encourage students to lose themselves in a subject which is larger than they. Generally speaking, I fancy my

attitude in the matter may be good social psychology in that it tends to neutralize the feverishness of personal attainment which speeds up even our children's nervous systems to an almost unbearable pitch. At any rate, let us keep in mind that the method herein outlined is based upon the idea that in a history class it is a good thing to learn history.

EXPLANATION OF USE OF CARDS

The essential feature of the system is the use of filing cards. At the beginning of each semester I explain to each class the whole system as follows:

1. The purpose of the cards is to keep the material of the course in an orderly and accessible form.
2. The cards used are to be 3" x 5", lined or unlined as the student wishes.
3. Both sides of the card may be used.
4. Two cards *may* be handed in for one assignment, but one is preferable unless a special assignment is made.
5. Cards will be due Monday, Wednesday, and Friday.
6. Usually special assignments will be made, but if one is not made an "original" card will be expected, that is, a card on some phase of the lesson to be selected by the student. Such cards may contain, for instance, (1) a few important facts about some outstanding personage; (2) the main provisions of some important document we have studied; or (3) important statistics. This material may be taken from the textbook we are using or from any good reference work. In any case, references must be cited.

7. The cards will be graded on their general appearance as well as content. "Original" cards will be graded, in addition, upon their choice of subject.
8. The cards will not form the entire basis for the scholarship grade.

DATA FOR CARDS

The data for the cards is usually selected by the student himself from his textbook or some reference work; occasionally, however, and particularly when I desire absolute accuracy or class uniformity, I dictate the card. For instance, I may dictate figures concerning the areas of certain European countries and then a few questions which will help to establish a proper geographical conception of distance in Europe. It often happens, too, that some text other than the one we use contains a better treatment of a given point than our own does. Our school is large and my classes are large, and to wait for each student to find that book in the library and copy out those few words would be dilatory and confusing in the extreme. An example of such a case would be an account of the provisions of the English Reform Bill of 1832.

In practice, a great number of the cards are devoted to what one may term recapitulation. They chronicle briefly accounts of such events as the defeat of the Spanish Armada, the history of some important invention, or the terms of an important treaty. Such a card may be used to gather up the work of several days and bring together facts which have been separately treated in the text. Such cards as those containing an orderly list of the changes of government in France since 1789, a careful list of the causes of the Reformation or the results of the industrial revolution, or a comparison of the main features of federal government in France and the United States, would fall in this class.

Another class of cards is devoted to statistics. They give, for example, lists of dates (those which are to be learned being written in red ink), a list of important inventions and their inventors, or figures showing the growth of railroad mileage in the United States. Sometimes students have handed me—as original cards—tiny graphs based on industrial data.

Some of the most interesting cards are biographical in character. One must exercise a certain degree of discrimination in order to be able to read even a brief biographical article and select the proper data for a small card. In case we wish to study some historical personage a little more intensively than usual, we divide his life up into convenient periods and each student treats only one phase of the work. Sometimes we devote a whole period to a discussion of great names, using the cards as a basis. From a social point of view, I am much interested in trying to get students to read biography for pleasure.

Sometimes I assign cards which help develop a historical consciousness on the part of the student. Such a card would be one demanding a list of ten important questions, each to be answered in one word, or one selecting the most important event in a certain period and giving the reasons for such selection. I sometimes assign a card which will list favorable and unfavorable comments on the work of Napoleon the Great.

WHAT STUDENTS THINK OF THE CARD SYSTEM

When I first began to use the system outlined above, I did so with an eye to my own convenience. At the close of last semester, however, I submitted the following questionnaire to one hundred and eleven students who had used the cards:

1. Do you like the card system?
2. Why? (or why not?)

3. Have you a complete set of the cards?
4. Did you use them?
5. How?

I explained to them carefully that each one's honest opinion was needed because I wanted to see whether I ought to continue using the system, and to improve it according to suggestions made. I did not require them to sign their names to the answers.

Only five out of the one hundred and eleven decided against the cards. One said "yes and no" and arranged his answers "pro and con." None of these five had a complete set of cards at the end of the semester and all but one were *F* students. One student said he did not like the system because "the cards are hard to read," and "it is hard to find the card you want," an answer which betrays what is probably true of all five—they did not give the system a chance. All but one of the five admitted that they had used the cards "to review."

From the one hundred six students who did like the system I was able to get about fifty different reasons. Some of these, of course, were mere variations of others, and for the sake of convenience I have arranged all the answers in three groups as follows: (1) helpfulness in the preparation of the daily lesson, (2) future use, (3) general value. I regard as somewhat significant the fact that one hundred and six of the one hundred and eleven students mentioned the value of the cards in reviewing for an examination and forty-four mentioned the saving of time. A few students said that it was "interesting" or "fun" to make out the cards. I fancy more might have mentioned that but for their unfortunate prediction that it could hardly be ethical to regard any phase of lesson-getting as "fun."¹ Such students even remembered the teacher, one remarking, "From the

teacher's point of view it is a good way to weed out the bad pupils because they neglect to hand in their cards"; and another, "The teacher can tell whether we do our homework and if we do I think it is to our credit." It should be further remarked that the classification used in the following table is built on the students' own answers. Of course most of the reasons given could be listed under "easier to study," but as a matter of fact only twenty-five of the whole number gave that reason.

TABLE I

Helpfulness in Preparation of Daily Lesson	
Reason given	Number
1. Helps in review	106
2. Saves time	44
3. Learn better by writing	21
4. Easier to study	14
5. Easier to learn	13
6. Easier to remember	5
7. Helps to select main facts	10
8. Orderly	6
9. Aids in understanding	5
10. Makes things clearer	5
11. Keeps work in mind	3
12. Definite	2
13. Helps concentrate	3
14. Learn more	1
15. Easier to handle	1
16. Interesting	4

Twenty-one students mentioned the possible future use they might make of the cards, and six told of the use they had made of the cards in other school work. One answered, "I like the cards because I think they will do some good in some of my future studies—civics or commercial law." Six students said that the cards "made a good outline" of the semester's work, four that they "made a good record," and nine, they were "easy to keep." One said, "It is easier to keep them than a lot of loose papers with notes."

¹One girl gave as her second reason, "It is fun to see how neat a card you can make," and then remarked later, "Of course Reason 2 is not a very good one."

Many students dwelt upon the general value of the system. Twenty-five spoke of the use of books other than the text. One remarked, "It got me acquainted with that part of the library not devoted to fiction." Several noted that it "helped one's grade," one saying, "If a student cannot recite every day, he can at least get a grade on his card"; and another, "It gives a pupil a chance to raise his grade if reciting is hard for him." Two said the cards were useful in settling disputes. One boy wrote, "My father and I were arguing one evening and I settled it by consulting the card about the population of the United States and the railroad." The following table lists the general reasons given:

TABLE II	
Reasons Mentioning General Value	
Reason	Number
1. Gives knowledge outside of textbook ..	25
2. Teaches conciseness	5
3. Trains one to write briefly	3
4. Trains one to select facts	4
5. Teaches neatness	10
6. Trains in accuracy	1
7. Teaches definiteness	2
8. Stops arguments	2
9. Raises grades	9

HOW CARD SYSTEM HELPS THE TEACHER

Quite aside from the predilection which the students seem to betray for their cards, I myself like the system. It helps me solve the problem of the use of supplementary material—and that, in a school the size of Lake View, is no small matter. Up-to-the-minute data from current magazines may be utilized in an orderly and definite manner even though we have only one copy of a given magazine. The system enables me, too, to keep a constant check—with a minimum amount of work—on the students' daily activity. I can tell at a glance whether or not a card meets specifications. I can handle the cards easier and faster

than I can papers. I know I shouldn't dare tax myself with two or three papers weekly from each of my students, and I know further that they themselves would feel outraged at any such demand. But with the card system I can, if necessary, say to a student, "You are not getting your cards in," and after a little talk, sometimes check a failure. To say, "You are not handing in your cards," is far more definite than to say, "Your work is not what you can make it." Of course the cards are *not* the sole basis for grades, nor even the chief basis, but I have found that students who regularly hand in carefully prepared cards generally do well in other phases of their work. Once in a while a student, it is true, becomes persuaded that his full duty is done when his card is handed in, but a few well-chosen words can usually disabuse him of that notion. Finally, I think the system really reduces the number of failures. The examinations I give are hard enough, but they are not guessing contests. Their requirements are usually to be found in the cards or in "thought-questions" based thereon.

A POSSIBLE OBJECTION TO THE SYSTEM

There is one objection, of course, to which the plan may be open—the danger of one student copying cards from others. To that criticism I must answer that I think the very nature of the system makes copying impracticable. Many of the cards are recapitulatory; they merely embody facts which have been worked out before the card is assigned. Some of the cards I dictate and some are developed in class from student reports. If biographical cards are assigned, I use several names for one assignment, or, if that is impossible, I subdivide the work as I have explained above. "Original" cards are expected to be each one different in subject as well as in treatment. Statistical cards are only copy work

anyway. I believe, too, that by demanding the cards strictly at the *beginning* of the hour, I prevent all but a minimum of cheating. The fact is that I expect the students to *know* what is on the cards. The cards are the backbone of the course and persons who have not done enough work on them to make them of permanent use are checked up by the examinations and tests, which, as I have said before, are built around the information contained on the cards.

I realize, however, that, careful as one may be, there could be some undesirable copying and real cheating. I meet that difficulty by discussing it frankly with the students at the beginning of the course. I announce that I know there can be cheating but that I do not believe it will pay in the long run to copy because each person will find himself checked up by the examinations. I tell them that one reason I like the system is that I can hold students to some very definite important requirements and thus throw the responsibility for failure back upon the student where it belongs. I say to them honestly that I have developed the course with but little regard for persons who cheat, because I do not think it wise or fair to penalize ninety-nine honest persons because one is dishonest. I point out that the student who will cheat about so small a thing as a little three-by-

five card which can be prepared in a few minutes' time is really pathological. His nature is already so warped that it is to be seriously doubted whether or not the education he can get in an ordinary class will do him much good.

CONCLUSION

My students and I, then, like the card system applied to the teaching of history. It helps them to study and to understand their work. It saves their time and lends the subject interest—or rather, permits the interest which is inherent in the study of history to develop. It enables us to get routine work out of the way and make place for an occasional socialized recitation or other special work. It tends to keep me in close touch with the students' work and to keep the number of failures at a minimum. It lends an air of system to the whole course and helps to do away with that strange feeling of bewilderment which is so likely to attend the study of history, especially when great periods of time must be covered in a few days and a great diversity of human progress be studied. In fact, I think I developed the system because I dislike so much to see that harassed look which now and again rests upon my students' faces. I still see it, but not nearly so often nor so persistently as formerly.

THE OAK RIDGE PLAN OF TEACHER PARTICIPATION

RAY P. GRABO

Superintendent, Oak Ridge Public Schools, Royal Oak, Michigan

The schools have held out as the stronghold of autocracy in America until the very present time. A few years ago, principals and superintendents who wished to appear liberal in their views without losing any authority, inaugurated a plan of pupil management. Student councils echoed the policy of the main office and flourished, or did otherwise and were limited in their powers, or wiped out, by the same power that created them.

Then teachers' clubs were organized with officers, committees, and specified authorities. Such clubs, while they have been diverting to the teachers, have not gone far toward making our schools less autocratic. While they held monthly meetings and suggested minor policies, they were secretly conscious that their existence as a club depended upon moving warily and not too often calling forth the superintendent's power of veto.

But these shows of democracy and pretended representation have only made the teacher more bitterly aware of the administrative rod. Teachers who slavishly carry out a course of study are expected to develop initiative in pupils; teachers who are held in fear of a yearly rating are accountable for a sympathetic evolution of pupils' work. An autocratically enforced democracy has resulted in shadows—not substance—in a new style of "pedagogical coverall." Only a little more successful was the supervisor who commanded, "Motivate for a high rating, project for promotion," than was the teacher who used to put her whole soul and resource into the famous words, "Pay attention,"

Faked projects are poor substitutes for good drill. Supervisors have long realized that only to the extent that there was real purpose for the pupil did learning become a fact. And tardily now are they discovering that teachers, too, must have a real—rather than an assumed—purpose, that teachers must work in an atmosphere of freedom before they can hope to democratize the classroom.

A democratic government is unique in that its citizens participate in its management. A democratic school will result only as the teachers participate in its administration, only as they feel themselves an essential part of its plan.

The modern school with its maximum of organization has reduced its teachers to a minimum. The teacher of the one-room school may have been a despot but he was at least a benevolent one. As a part of his community, church, and society, he was an example of adult life. The modern teacher, while he has not yet been privileged to breathe the air of freedom, is no less a tyrant than the old, but a tyrant without power. He works under an administration in which he has no part; he is supervised and rated by people who are considered foreign to all systems. Even department meetings are often called to take him miles across the city after work hours. He may live outside not only the community but the city itself, knowing nothing of his pupils, their homes, their interests or capacities.

System has organized everything but sympathetic contact and has engaged specialists instead of personalities. A child

OAK RIDGE LESSON PLAN

Day	Text	Topics	Supplementary	Purpose of this lesson Activities and attitudes
Monday Tuesday Wednesday Thursday Friday				

in our modern city system derives no more inspiration from his daily allotment of school teachers than from his theater ushers, motormen, grocers, and traffic police. Both teacher and pupil have been cheated of an American right—the teacher the right to teach democracy by living it, and the pupil the right to learn it by participation.

The Oak Ridge plan is a modest attempt to bring the teachers back to the boys and girls, to employ professionalism plus personality, to make the school an institution holding ideals, and employing methods, not inconsistent with the theory of our government. For the teacher an ideal school must allow her full control of instruction and participation in institutional administration.

A teacher has a right to a philosophy of education big enough to see, feel, and know subject matter in terms of pupils for their present and future living. We have no quarrel with the exponents of the various schools of educational theory. The place where theories meet is the classroom. Let the simple table of multiplication the “jarring sects confute.”

The teacher should be the court of appeals for all questions of curriculum. As a committee of the whole, our teachers write a course of study that justifies itself upon a basis of life activity. Every subject, every lesson, every page must promise present or future influence upon the actions

of the pupil before it can be included. Home life, school life, vocational life, religious life, citizenship, health, and recreation are the seven centers of teaching purpose upon which the curriculum is based. Our teachers are using an instruction form which answers daily the questions on values (see above).

If these seven centers of teaching purpose are sufficient for instructional philosophy, they are sufficient also for administrative.

The following plan has been carried out by our teachers for three years with most gratifying results. These committees are formed in September, and concern themselves especially with their own activity in relation to administration for the year.

There are a few results of this plan that are especially worth noting:

1. Form letters describing courses, their requirements, and readings are sent to parents at the beginning of the year.
2. Every home has been visited by a teacher. This has resulted in a close but dignified coöperation between the parents and teachers.
3. New teachers are received upon arrival and given personal assistance in getting pleasantly located in town.
4. Faculty meetings are conducted by committee chairmen. In the fall, seven meetings are held to initiate new members into our plan of instruction and administration. Later meetings are held

OAK RIDGE PLAN OF TEACHER PARTICIPATION

Centers of Teaching— Purpose and Attitude	Committee	Special Activities and Interests	General Activities For All Teachers
Health (Healthful)	Miss A— School Nurse School Dentist	Building sanitation, heating, lighting. Seating for defects. Lunch room. P. T. A. Reports	Write course of study whose subject matter will advance some center of teaching purpose
Home Life (Cultural)	Miss B— Mrs. X. (Mother) Campfire Director Kindergarten Teacher	Mother-daughter work Campfire work Report of home calls P. T. A. talks, budget planning, school savings Father-son Big Sister plan	Train new teachers at first of year. Train new teachers in committees Speak at some P. T. A. Receive questions and complaints for own department.
Citizenship—present and future (Ethical)	Miss C— P. T. A. President Scout Leader	Citizenship classes Local information Current events Student conduct at assemblies P. T. A. program Flag flying	File record of activities Teach demonstration class Plan assembly programs Conduct special drive for each activity
Vocational (Thoughtful)	Miss D— Grade Principal Superintendent	Bureau of Information Local employment Follow-up workers Personal contact with pupils Assembly program P. T. A. Reports	(Open night Exhibitions) Form letters of information to parents about courses offered
School Life (Coöperative)	Miss E— High School Principal	School paper Teacher rating records. Form of rewards. Prizes (commercial). Contests. Standard tests. Devices. Merit cards. College requirements. Scholarships. Graduation	Visiting other school—two half days each year Choose best magazine for library Make list of days for special observance
Religious (Thoughtful)	Miss F— Mrs. R. (Mother)	Opening Exercises P. T. A. Speakers Post Church notices	Exchange lesson plans
Leisure, Recreation— present and future (Cultural and healthful)	Miss G— Music Supervisor Boys' Physical Director Scout Leader (Girls) Art Teacher Librarian	Athletics Picture files Gym. Hours, Playgrounds, School Dances, Parties (Class) P. T. A. Programs Best Books Supply Chaperons	Each conduct one teachers' meeting Visit the home of every pupil

- to emphasize certain phases of instruction, supervision, or administration.
5. These meetings, now preceded by tea, and held in a comfortable club room, have become a source of professional inspiration.
 6. Accounts of teachers' papers and plans are taken in shorthand and published for record. Close contact with homes has made the school a real center of welfare work.
 7. Home visitation has increased the social life of the teachers by intimate acquaintance with people of culture.
 8. Needless to say, "discipline" cases have been reduced to a minimum.
 9. We believe the Oak Ridge Plan has brought the teachers back to the school and community and has shown that a school may adopt a plan of administration that is not a contradiction of everything American.

THE HUMAN APPROACH TO TOPICS IN GEOGRAPHY

ELEANOR J. MURPHY

Roger Wolcott District, Dorchester, Massachusetts

We were to have a new principal, a young, ambitious man who was looking to forge ahead. What did it portend? Well, we had lived through two such recent changes, so we would probably survive.

He called a teachers' meeting to announce his policies and told us he firmly believed in the Project Method, and would like us to adopt it.

Consternation was the result. Project Method—we had heard of it. Could he recommend any books? Where could we see it in practice? We began reading and did some visiting and, to our amazement, found we had always used the Project Method, in spots, but had never named it. If that was what we were to do, well and good. In our enthusiasm, our pendulum of course swung too far, but now we are trying to work along safe and sane lines, with Dewey's aim well in view.

Dewey considers education to be a social process which gives individuals a personal interest in social relationships and habits of mind, which secures social changes without introducing disorder. Social efficiency

means the cultivation of power to join freely and fully in common activities.

This efficiency I try to foster. When presenting subject matter, I try to do it in such a way that it has a human appeal. My boys and girls study because a problem is presented to them which they wish to solve. It is my duty to see that in the solving of it all are participating, that all facts required in the curriculum are learned, that initiative and power of self-control are gained, that the pupils' power to think clearly and express themselves intelligently is increased.

The next topic which we were to discuss in geography was the North Central States, their industries, their relation to the other states, and their commerce. My mind had been considering several problems which proved unsatisfactory when, in a current event period, the very thing I could use was presented. One of the boys read an item from one of LaFollette's speeches. Here was just the opening for me. I inquired why LaFollette had become a candidate for the presidency. One answered

that the farmers were dissatisfied. I asked if *all* farmers were dissatisfied. Somebody answered, "I think it is particularly the wheat farmers, from what my father said." I asked, "Wouldn't it be a good thing to find out if all farmers were equally interested; why not think about this question?"

In our next geography period we discussed it and several had found out that the wheat farmers of the Northwest were particularly interested, but they had no definite information. The project developed very naturally.

Problem: "Why have the wheat farmers of the United States entered politics?"

Immediately committees had to be formed to obtain and handle our material, as follows: Correspondence Committee, Book Committee, Picture Committee, Committee for any other material obtained, Map Committee.

We found that the best possible book we could obtain was *The Agriculture Year Book, 1923*. This had to be obtained from our senator, Honorable David I. Walsh. Although we had a special correspondence committee, for this one letter the whole class was asked to write and the best letter was chosen. The night we posted our letter I met a teacher from another district, whose children had received word the year before that they would have to pay a dollar and a quarter for the *Year Book*. You can imagine our glee when, four days later, a letter came from Senator Walsh stating that he had ordered the *Year Book* sent to us. Consternation the next day, when a postal arrived from the Department of Agriculture advising that the request could not be met, and that copies could be obtained from the Superintendent of Documents for a dollar and a quarter. I told the class that as we had received word from David I. Walsh, we would work on other material before we considered the postal as final. Imagine

our delight when, three days later, the book arrived—a wonderful gift—containing a wealth of material and all the agricultural statistics necessary.

Our library committee had found that, for general information, our own books, *Advanced Geography*, by McMurry and Parkins, and Elizabeth Fisher's *Resources and Industries of the United States* were the best.

Pamphlets and magazines contained much:

Saturday Evening Post:

March 29, 1924 } "The Crux of the
April 5, 1924 } Wheat Problem."

April 12, 1924—"That Pain in our Northwest."

Forum:

April 24, 1924—"Victimizing the Farmer."

April 24, 1924—"What the Progressive Farmer Wants."

Literary Digest:

February 9, 1924—"To Stem the Tide of Wheat—State Bank Failures."

The picture committee had obtained from the library the following pictures:

BOSTON PUBLIC LIBRARY—WHEAT PICTURES

1. Australia—Farming—Wheat in Stacks.
2. Wheat—Japan—Reaping with Sickles.
3. South Dakota—Harvest Scene.
4. South Dakota—Harvesting on Benton Farm.
5. South Dakota, Brookings—Harvesting.
6. Harvesting—Cradling Wheat—Pennsylvania.
7. Threshing Machine—Illinois.
8. Mexico—Ancient Mode of Threshing.
9. Japan—Japanese Threshing Machine.
10. San Joaquin Valley, California—Combined reaper and thresher.
11. Traction-Engine and Thresher—Illinois.
12. Wheat—Winnowing Wheat—Japan.
13. Harvesting—Winnowing Wheat—Japan.
14. Harvesting—Sheznoko, Japan.
15. South Dakota—Harvesting with a header. which cuts head from grain.

16. Greece—Harvesting grain.
17. Feeding an old-fashioned thresher.
18. Cutting wheat with reaper and binder.
19. Japan—Farmyard in harvesting time.
20. Sacking wheat from thresher in Manitoba, Canada.
21. Thresher and old-fashioned stacker—Illinois.
22. Sheaves of wheat in shocks—Pennsylvania.
23. Reaper and thresher—California.
24. Greece, Delphi—Harvesting wheat.
25. Wheat streaming into wagon.

The Correspondence Committee had received pamphlets from the Chamber of Commerce of Milwaukee, Chicago, Duluth, St. Paul, and Minneapolis.

We had now acquired quite a little knowledge and it was time to organize it, so our next lessons were spent in writing an outline to systematize our knowledge.

Problem: Why have the wheat farmers of the United States entered politics?

1. Where is the wheat region of the United States?
 - a. Why is wheat raised here?
 - (1) Climate.
 - (2) Surface.
 - (3) Soil.
 - (4) Laborers.
 - (5) Shipping.
 - (6) Dependence of farmers on sale of wheat.
2. Where are the wheat regions of the world?
3. What is the production of wheat?
4. Does any other grain influence the production of wheat?
5. Does overproduction of wheat affect its price?
6. What has caused the overproduction?
 - a. War conditions in Europe.
 - b. Demand of governments for greater production.
 - c. Increase of acreage.
 - d. Demand on citizens for lower consumption.
 - e. Mixing grains.
 - f. Less consumption in Europe.

7. What price does the farmer receive for wheat?
8. What has caused dissatisfaction in the wheat areas?
 - a. Purchasing power of a bushel of wheat about sixty cents.
 - b. Freight rates high.
 - c. Industrial wages high.
 - d. Increased taxation.
9. How many affected?
10. What has been done for the relief of the farmer?
 - a. Survey by United States experts with report as follows:
 - (1) Reduction of acreage.
 - (2) Diversification of crops.
 - (3) Organization of farmers.
 - (4) Government fixing arbitrary price.
 - (5) Liberalizing immigration laws to bring in laborers.
11. Why have the farmers entered politics?
 - a. Dissatisfaction caused by the treatment of the present Government.
 - b. Belief that in organization their wrongs will be righted.
 - c. Leaders have appeared who promise to right their wrongs, if elected.

A committee was now chosen to conduct the recitation of the lesson. The whole class is responsible for any question which can be asked from the outline. One pupil recites, beginning with the first topic. He uses maps, pictures, or material during his recitation. He can ask questions or ask for further information. Any child can question him. Another child continues the recitation in the same manner, and so on until the outline is covered.

Although the problem read like a political one, it really was world-wide. When it was found that we needed to raise more wheat because Russia had stopped raising wheat during the war, we learned the interdependence of one nation upon another. World production affected the price of the world market, and so affected our price. Crop failure and too

much credit caused bank failures and disaster. The government experts showed ways, and the government supplied funds, for carrying out suggestions recommended.

We were not studying books just to learn facts. We were learning about the problems which people were facing every day in life, and why they failed if they did fail, and how those failures could be turned to success as they had been by persons with courage, energy, and perseverance. Did we learn geographical facts? We certainly did, but not as they were learned ten years ago.

What else did we learn?

We acquired the ability to write properly a business letter. We gained skill in looking up material in the library, and in selecting what we desired as well as systematizing the knowledge gained.

The members of each committee, and also the committees as a whole, had to work together to accomplish their aim. This resulted in wholehearted coöperation. We found that government officials, members of the Chamber of Commerce of different cities, and library employees were all willing to coöperate with us. Some discovered what others already knew, that current magazines have very interesting articles on what they had considered purely school problems. We found that a problem such as this has world-wide significance. We had to imagine ourselves in the place of not only the farmer of the Northwest, but of the farmers of Canada, Argentina, and Russia.

The political side had many angles, and tolerance and respect for each other's opinions had to be developed. The power to present facts as one found them, without bias and uninfluenced by one's own ideas, was developed. Although the problem appeared to be a farmer's problem, it was national. Its influence and results affected all. As future citizens, it was our business to watch out for these big questions and see what the leaders of the nation thought about them and how conditions could be improved. It would be our business some day to help settle these questions and we must be ready.

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A SECOND GRADE CURRICULUM BASED ON SOCIAL STUDIES

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The curriculum outlined in this article was worked out by a class of thirty children in a room of ordinary size furnished with tables, chairs, a small bookcase, a sand table, a cupboard for lunches, and a tool chest. The supplies—paper, paints, lumber, etc.—together with many of the books, had to be kept in various parts of the building. At first this was deplored as a great inconvenience, but it proved to be a very good arrangement as it led to a number of useful behavior patterns. The children went about the building at all hours with independence and self-respect. This does not mean that right habits were formed all at once or that disorder never arose, but it does mean that the children were not under artificial restraint and instead of avoiding chances of wrong conduct by keeping the pupils under guard, these situations were used as teaching opportunities and dealt with in a natural way. Discussions as to the rights and safety of people on public thoroughfares were needed and from these grew the appointment of traffic officers and the posting of signs—*Speed Limit*, *Walking*, and *No Parking Here*, which were printed by the children. When a rule was violated the offender was given a card to take to the judge—in this case the teacher—and was fined by having his freedom limited for a time.

THE FREE WORK PERIOD

This began for the child as soon as he came into the room in the morning and lasted until 9:40. For the first two weeks

in the fall the children did the usual things. Some used water colors or clay; others wrote or drew on the board; the boys made boats or airplanes; the girls sewed for their dolls; some read to themselves or to others. Sometimes a group would play school or act a story, this being the only evidence of organized group activity; a number played aimlessly in the sand while a few stood around waiting to be directed or amused.

At 9:40 the group was called together for a discussion of accomplishment. At this time each child was asked to show his piece of work and explain to the group what he was trying to do and how. If it was impossible for him to bring his work, the class went with him to inspect it. The children were encouraged to ask questions and make constructive suggestions. The teacher sat with the group and took no more part than all were at liberty to take. At first the comments, questions, and answers were very meager, but as interest and ambition grew the situation became more and more natural. This was the regular language period, but the children were unconscious of that. Free expression improved slowly but steadily. The point to be emphasized here is that each child was asked each day to show or tell how he had spent his time. If he had done nothing he had to state that fact. Through this regular practice in reporting, the timid gained confidence and all but two or three of the children were soon taking active and interested part. For the benefit of these last the bulletin board was enlarged

to include not only items of general interest but assignments of housekeeping duties. Bulletins similar to the following were posted each morning and were read by the child as soon as he came into the room. If he had any difficulty it was his responsibility to ask for help at once as it might be very important for him to know what the notice was. Sometimes this assistance was asked of another child, sometimes of the teacher.

DAILY BULLETIN—MARCH 24, 1925

We shall go to the gymnasium at ten o'clock. Change your shoes.

Mary has promised to finish telling the story of "Boots and His Brothers" after work time this morning.

Elaine may go to the Cafeteria and ask Mrs. Day for some fresh meat for the tadpoles.

Bennie may water the plants.

Ruth may do the dusting.

Bertha may feed the goldfish.

We shall play *Hansel and Gretel* in assembly tomorrow.

The children enjoyed finding their names in the bulletin and these assigned tasks soon led them into self-initiated activity.

The amount of silent reading and the testing of the comprehension thus accomplished did much to strengthen reading ability.

This period seemed, then, to meet fairly well the ideals concerning purposeful thinking, independent action, and free and intelligent expression. The activities grew out of the children's interests and the teacher fulfilled a part of her function by helping to eliminate those having no educational value. She could not be sure, however, that one activity was bound to lead to another on a higher level and there was also danger that the children were going too strongly toward individual interests. We were not living the social community life which, to the results al-

ready being obtained, should add self-control, coöperation, consideration for the rights of others, a feeling for the interdependence of all people, participation in group action, and many other desirable attitudes and habits which develop naturally when a group works together for a common cause.

It was, therefore, with an idea of tempting the children into a situation having more social solidarity that the sand table—the worst offender when it comes to blind-alley activities—was removed to the basement playroom, and two large empty Victrola boxes were put in its place. These aroused the desired curiosity and when told that they might be used as they wished, the children spent several days climbing over them and finally placed them side by side, walling off a corner of the room for a playhouse. Soon this ceased to satisfy and they used hammers and chisel to open the boxes and thus enlarge their space.

Conflicts arose, however. There were various ideas as to how things should be done. There were not enough tools to go around. Idlers stood about in the way. The time had come when the children themselves realized the need for organization. A discussion period was necessary to decide just what they wished to do, as the boxes belonged to all. The decision to put up a building was unanimous, but there was a difference of opinion as to its use. It was pointed out that buildings were often erected and later fitted up for special tenants. This seemed to satisfy and from that time the building, in different stages of completion, was used for a variety of purposes. Often it was the home or store or shop needed in a dramatization. For a time in the fall it was the Public Market and finally, in December, it became a Gift Shop.

It was agreed that the child who thought of a good idea should present it to the

group and if approved he should automatically become chairman of a committee to put it into execution. He decided how many helpers he needed and selected them from volunteers. The names of these committees were posted in a prominent place so that there might be no doubt as to the contract undertaken and who was responsible. Every day there was a report from each committee and an inspection of the progress made, at which time anyone was free to make suggestions. In this way all had a part even though at times they were not actually working on the building.

When not employed they occupied themselves with the same type of work which had gone on before the building was started. But very soon this putting of a premium on bright ideas brought forth so many that each one in the class became involved. The children did not tire of the undertaking although the building remained in the room until the first of February, because they worked at it only when there was something worth while to be done and it was there to be used whenever they needed it for their play.

From an hour and a half to two hours time was given to the work period and the conversation period which followed. During the rest of the day the work went on in the usual way except (as the outline will show) we found that practically all of the number work, much of the written language (including spelling and penmanship), as well as the art work grew out of problems which arose in connection with the community project. Much of the reading, as has been mentioned in connection with the bulletin board and will be seen again in the account of the news sheet, centered around the larger unit of work. The reading of stories was classed as a leisure occupation and had nothing to do with the activities.

At any time during the day a child who had finished his task and had something on hand at the building was free to attend to it.

Two records of the work were kept, one by the teacher, which appears in outline form following this account of procedure, and the other by the children. Each Friday an hour was given over to the writing of a *Weekly News Sheet*. This was a group composition, the teacher acting as secretary and writing on the board the items suggested by the children. During the free discussion period in the morning, and especially during the first part of the year, but little was done in the way of correcting English errors. Extreme cases were helped privately, but spontaneity and content were considered the essential things. During this period, however, which was to lay the foundation for written composition, care was taken to get good sentence structure and to gradually enlarge and improve the vocabulary. When a sentence had been written on the board it was criticized by the group until the best form possible was secured. These sheets were printed and given back to the pupils as reading material. The fact that they were to be given this permanent form impressed the children with the need for care in their composition and after a time the effects of this began to show in the oral English used at free periods.

Toward the end of the year the children sometimes wrote individual paragraphs for the *News*. Help in spelling was given when needed. If the word was in a standard second-grade list, it was written in the child's spelling book and he was held responsible for its mastery. If it was only of temporary use it was written in a reference list on the board.

By the end of the year each child had thirty-six of these sheets bound together in a booklet, which gave him not only good

reading material highly interesting to him because recording his own experiences, but examples of good English as well. Three samples are included here. Two show the improvement made during a number of months; the other shows the efforts of individual children.

THE WEEKLY NEWS

Room 26, Training School, October 3, 1924

We have a tool chest.

The boys are making boats.

We are going to have a toy store.

We are watching some caterpillars. One has spun a cocoon.

Room 26, Training School, April 23, 1925

Bennie invited us to go for a walk one day this week. He took us to his home on the other side of Sehome Hill. He showed us some trillium, some wild currants, and a bed of Johnny-jump-ups. Then he took us up on the side of the hill and showed us a hen's nest. There were two eggs in the nest. The mother hen was not there. On the way home we went by Eugene's home and saw his goats. There was a Nanny goat and one little kid.

We are getting our tools ready to work in the garden. Mr. H. has the ground spaded for us. The handles of the rakes and hoes were too long so we sawed them off. We used files to make the ends smooth.

Mr. P. took two pictures of the Post Office this week. We are planning to take it down and build a seed store. We will need one if we make a garden.

We have some frog eggs in a jar. We hope that they will hatch.

Room 26, Training School, April 17, 1925

We each wrote something for the *News* this week. Here are some of the things we think are good:

I have a little Spitz dog. He is the cutest little thing. He will snap at you. He will bite at you.

ALBURN A. S.

I went to Woodland Park in Seattle. When an airplane went by, the peacock screamed and put out his feathers.

MARY M.

This week a moth hatched out in our room. It has little bright dots on each wing. It is very beautiful. When it first came out it could not fly because its wings were not dry. Every moth's wings are not dry when they first come out. It is a mother moth. She laid some brown eggs.

BERTHA F.

The other units of work which follow in the outline grew naturally out of this one and the procedure was practically the same. There was space in the room for only one building at a time and so, when the approach of St. Valentine's Day made the need for a Post Office felt, it became necessary to take down the Gift Shop. At first the children were reluctant, but soon they became enthusiastic over the possibilities of a new building with improvements. They had for some time felt that the old one was too small. This one was to be as large as they thought necessary. We had before this made arrangements with nearby grocery stores and boarding halls to save wooden boxes and crates and the children were given access to these. The result was an office building nine by twelve feet, with the two outer walls above the heads of the children. This was the center of interest for twelve weeks and gave an opportunity for all branches of our regular work to function naturally.

The interest in the garden in the spring caused the reconstruction of this building into a Seed Store. When the children came to do business here the need for a telephone developed and that in turn led to the necessity for a central telephone office, and so another small building was put up in the opposite corner of the room.

As the list of extra activities will show, we did not allow these large units of

work to limit our interests. They served their purpose by making of the schoolroom a place where children actually lived and forgot that they were being taught—a place where they felt free to bring their individual interests, sure of a sympathetic hearing. A study of the activities as outlined will reveal teaching opportunities which more than cover the usual requirements of second-grade subject matter. The Stanford Achievement Test given in June was used as a guide in promoting members of this group to a higher grade and there was but one failure. That was explained by a foreign background and a very low IQ.

The list of activities as given is only suggestive.

OUTLINE OF ACTIVITIES

I. Fall Quarter.

1. Building a Public Market.
 - a. Trip to a market.
 - b. Trip to see builders at work.
 - c. Trip to investigate foundations.
 - d. Writing request for bricks.
 - e. Writing request for cement.
 - f. Talking with workman to get right proportions for mortar.
 - g. Mixing mortar.
 - h. Laying a brick foundation.
 - i. Building walls.
 - j. Building a ladder to reach roof.
 - k. Setting glass in window with putty.
 - l. Painting exterior.
 - m. Papering interior.
 - n. Making
 - (1) Counters.
 - (2) Cash drawers.
 - (3) Account book.
 - (4) Signs and posters for advertising.
 - o. Displaying
 - (1) Vegetables from the garden.
 - (2) Fruits from home.
 - (3) Wild berries from the woods.
 - p. Using scales.
 - q. Buying and selling.
 - r. Making change accurately.

2. Care of the garden.
 - a. Cutting and arranging flowers.
 - b. Collecting seeds.
 - c. Making and decorating seed envelopes.
 - d. Harvesting vegetables.
 - e. Preparing one vegetable for cooking.
 - f. Cooking and serving one vegetable at lunch hour.
 - g. Raking leaves on campus.
 - h. Covering perennials.
3. Remodeling Market into a Christmas Gift Shop.
 - a. Making
 - (1) Shelves.
 - (2) Drawers.
 - (3) Racks for cards.
 - (4) Signs and posters.
 - b. Displaying toys, picture books, gifts.
4. Conducting a Repair Shop.
 - a. Mending broken toys brought from home.
 - b. Mending torn and soiled books.
 - c. Cutting up old books and making picture-books.
 - d. Supplying missing parts for games.
5. Conducting a Christmas Work Shop.
 - a. Making toys, cards, booklets.

II. Winter Quarter.

1. Building a Post Office.
 - a. Trip to the Federal Building.
 - b. Trip to a sub-station.
 - (1) Purchase of stamped envelope, postal card, stamps.
 - c. Making
 - (1) Walls for the building from empty boxes.
 - (2) Individual mail boxes.
 - (3) Office chair and desk from crates.
 - (4) Table for sorting mail.
 - (5) Signs for windows.
 - (a) General delivery.
 - (b) Stamps.
 - (c) Parcel post.
 - (d) City.
 - (e) Outside points.
 - (f) Unclaimed mail.
 - (g) Packages.
 - (h) Postmaster.

- (6) Stamped envelopes.
 - (7) Postal cards.
 - (8) Letter boxes for the hall.
 - (9) Cap and sack for postman.
 - (10) Directory giving name and number of those renting boxes.
 - (11) Cards giving hours of collection.
 - (12) Office clock.
 - d. Collecting mail at stated hours.
 - e. Delivering mail to the Kindergarten and First Grade.
 - f. Weighing packages.
 - g. Stamping all mail with the date.
 - h. Preparing sheets of canceled stamps.
 - i. Buying stamps.
 - j. Computing amount of sales and making change.
 - k. Distributing mail.
 - l. Waiting in line when receiving mail or making purchase.
 - m. Writing letters and cards to mail.
2. Giving a play.
- a. Reading to find a suitable story.
 - b. Discussion and planning.
 - c. Organizing story into acts.
 - d. Planning stage properties.
 - e. Making stage properties.
 - f. Planning costumes.
 - g. Going to the Library to find illustrations.
 - h. Helping to make costumes.
- III. Spring Quarter.
1. Building a Seed Store.
- a. Trip to a store where seeds are sold.
 - b. Study of seed catalogues.
 - c. Making
 - (1) Walls for building.
 - (2) Display windows.
 - (3) Awnings for the doors and windows.
 - (4) Shelves.
 - (5) Tables for seed experiments.
 - (6) Counters.
 - (7) Seed packets.
 - (8) Racks for seed packets.
 - (9) Cash book and account book.
 - (10) Roller to hold wrapping paper.
 - (11) Posters to advertise seeds.
 - (12) Boxes for displaying seeds.
 - (13) Flower catalogues.
 - (14) Vegetable catalogues.
 - (15) Garden stakes.
2. Building a central telephone office.
- a. Measuring floor space.
 - b. Putting up walls.
 - c. Covering walls with heavy brown paper.
 - d. Putting in make-believe switchboard.
 - e. Running lines (heavy twine) from seed store and from the "home" corner of room to telephone office.
 - f. Arranging weights which caused ringing of small bells.
 - g. Making office furniture from crates.
 - h. Painting furniture.
 - i. Making telephone books.
 - (1) Listing names in alphabetical order.
 - (2) Putting in actual street numbers and telephone numbers of the children in the class.
 - j. Making a design with a large bell for cover of the book.
 - k. Making a bell to hang in front of the office as a sign.
3. Making a garden.
- a. Measuring the plot.
 - b. Making a map.
 - c. Planning rows and beds.
 - d. Measuring and marking rows, paths, and beds.
 - e. Planting.
 - f. Weeding and watering.
 - g. Thinning.
 - h. Planting flower seeds in flats.
 - i. Transplanting.
 - j. Harvesting early vegetables.
 - k. Preparing vegetables for table.
 - l. Serving vegetables at an all-school picnic.
4. Giving a parade (following the annual Tulip Festival).
- a. Discussion of the floats.
 - b. Bringing wheeled toys from home.
 - c. Choosing color combinations.
 - d. Planning ways of decorating.
 - e. Measuring and cutting paper.

- f. Pasting and sewing—helping each other with ideas and labor.
 - g. Taking part in the parade.
- IV. Activities not confined to any one quarter.
- 1. Care of the lunchroom.
 - a. Putting cloths on the tables.
 - b. Placing napkins, hot-dish mats, and flowers.
 - c. Making hot-dish mats.
 - d. Clearing the tables.
 - e. Sweeping the floor.
 - f. Dusting.
 - g. Placing tables and chairs ready for the afternoon.
 - h. Maintaining right standards of conduct at lunch table.
 - (1) Washing hands before lunch.
 - (2) Keeping crumbs off the floor.
 - (3) Buying the food sent to the lunchroom rather than candy.
 - (4) Refusing to trade food with other children.
 - (5) Avoiding boisterous play at the lunch table.
 - (6) Speaking in pleasant tones.
 - (7) Not trying to talk when the mouth is full.
 - (8) Not eating in a hurry.
 - (9) Waiting until others at table are through before leaving.
 - (10) Asking to be excused if necessary to leave.
 - 2. Making and decorating notebooks.
 - 3. Making bean bags.
 - a. Measuring and cutting cloth.
 - b. Sewing.
 - c. Going to grocery store to find cost of beans.
 - d. Estimating amount needed.
 - e. Estimating the cost.
 - f. Buying the beans and reporting on change.
 - g. Measuring beans into the bags.
 - 4. Keeping a monthly calendar.
 - a. Marking birthdays.
 - b. Marking holidays.
 - c. Recording weather.
 - d. Making a record of birds.
 - e. Making a record of flowers.
 - 5. Giving a party.
 - a. Planning menu.
 - b. Counting the number to be served.
 - c. Taking a trip to the grocery to find cost of materials.
 - d. Estimating cost.
 - e. Buying supplies.
 - f. Making one item on menu (cocoa, lemonade, candy, sandwiches).
 - g. Planning decorations.
 - h. Making decorations.
 - i. Writing invitations.
 - j. Writing place cards.
 - k. Planning entertainment.
 - l. Receiving guests.
 - m. Conducting entertainment.
 - n. Serving refreshments.
 - 6. Publishing a weekly news sheet.
 - 7. Caring for animal pets.
 - a. Planning best equipment for the pen.
 - b. Making equipment.
 - c. Acquiring information as to proper food and amount needed daily.
 - d. Investigating cost of food.
 - e. Estimating amount which should be ordered.
 - f. Estimating cost.
 - g. Writing order.
 - h. Observing right feeding hours.
 - i. Keeping pen always in good condition.
 - 8. Taking trips of general interest.
 - 9. Going to the gardener, the science department, the library and museum for information.
 - 10. Caring for an aquarium.
 - a. Goldfish.
 - b. Pond life.
 - 11. Watching and caring for specimens in insect cages.
 - a. Caterpillars.
 - b. Ladybugs.
 - c. Aphids.
 - d. Moths.
 - 12. Consulting the bulletin board.
 - a. For items of general interest.
 - b. For assignments.
 - (1) Housekeeping duties.
 - (2) Special work.

THE CLEARING HOUSE

A SUGGESTIVE COMPOSITION UNIT FOR A COURSE OF STUDY IN ENGLISH FOR SIXTH GRADE¹

(This is not a model to be copied; it simply indicates a type of activity which may contribute to growth in English ability.)

English composition is not merely a school subject. It is a necessity of life in society, and is, like other forms of expression, an outgrowth of fundamental impulses. Clear thinking is in large measure dependent upon the ability to express ideas. Psychology teaches that we do not think and then express, but that through expression the learning process is completed. The two aspects, something to say, and a way of saying it, are inseparably united. It is therefore not only necessary that the materials of composition should be of value, should be something that grip a child's interest, if he is to be impelled to talk or write, but it is also important that provision be made for shaping the expression of such material with reference to the audience for whom it is intended. Material that is well-known, rich in detail, appealing to the emotions, stimulating to the imagination, abundant in variety—all of this is essential to worthwhile English.

Material alone, however, is not sufficient to create purposes. An audience is a necessity. To create purposes is rightly regarded as one of the most economic and productive aims of education. Its power in liberating energy alone is too valuable to be ignored. Because of the opportunity it gives for creating and utilizing purposes, and for careful selection of materials, a

rather detailed study, growing out of history, has been included in the English course of study.

Miss B's sixth grade at the R—— Street School were enthusiastic about the stirring events leading up to the Revolutionary War. As the children lived in the past, and reacted both intellectually and emotionally to the events connected with this period, their creative impulse found expression in the desire to share their interest with others. The first opportunity that presented itself was an assembly program for educational week. So much energy was required to gather material and to formulate it, and much of it was of so great interest that it seemed worth while to keep it in somewhat permanent form. A class booklet was made telling about "A Quarrel Between the Colonies and England." It was left as a contribution to the school library to be used by the succeeding grade.

ASSEMBLY PROGRAM WITH BRIEF EXPLANATIONS AND SUGGESTIONS

I. The Beginnings of the Revolution:

1. Introduction:
 - a. Recent work of class.
 - b. Object of assembly.
2. Industries in the Colonies:
See course of study for grade in History, p. 601; Topic I (mainly a review topic).
3. Colonial trade: laws which helped and hurt it. Review topic also. Use wall or child's map to show three-cornered trade of New England.
4. Letters from the "Prince of Smugglers:"²

¹ Prepared by a committee of students in the Major Course in Elementary Supervision at Teachers College, Columbia University.

² These letters were written by the children representing the characters named.

- a. Short letter from John Hancock to a friend telling of his new nickname, or
- b. To a sea-captain warning him not to enter the port of Boston with cargo but to use a smaller harbor to the northward.
5. A newspaper that went out of business:
 - a. Sketch made by children of last issue of a paper that refused to buy stamps necessary for its publication.
 - b. Short account of further opposition to stamp-selling.
6. A letter from a Williamsburg child to her father in Boston, telling of excitement due to a bold speech by young Patrick Henry.
7. A letter from a London cloth merchant whose store is closed for lack of trade.
8. "Great, Grand, and Glorious News":
 - a. Reading of parts of a proclamation published in London of the repeal of the Stamp Act.
 - b. Picture of facsimile or showing of enlarged sketch made by child.
9. Trouble in Boston:
 - a. A letter from the Virginian in Boston to a former tutor in England, telling of fight between citizens and soldiers, or
 - b. A letter to his family in Virginia telling of the same.
10. No money for cheap tea:
 - a. Talk showing events which led up to the Boston Tea Party.
11. Dramatization: The Boston Tea Party.

Scene I. The meeting at Old South Church.

Scene II. Throwing the tea overboard.

(Note—See Course of Study in History for grade for bibliography.)
- Booklet:

Material of assembly copied, illustrated, arranged into chapters and put into the form of a booklet as a grade contribution for the school library.
2. Develop in the child a willingness and power to tell or write something that is of interest to himself and to his audience by providing an abundance of stimulating illustrative material, such as attractive books, pictures, diagrams, relics.
3. Oral discussion should usually precede the written work.
4. Opportunity should be given for choice in selection of interesting *material*; in selection of *method* of work, *i.e.*, whole class, small groups, or individual; in selection of *type of composition* suitable to a given subject; *i.e.* letters, dramatization, stories, or poems.
5. Simple class outlines may be developed as a need for increased clearness in organization is felt. The outline is to be used only as a "reminder."
6. The need for punctuation and paragraphing "sense" may be demonstrated to the child by having his story read aloud by another pupil.
7. During the discussion period an opportunity should be provided for constructive criticism of materials and activities of the group. Children should be led to make this criticism helpful to themselves and others.
8. "Incidental but not accidental" attention should be directed to common speech errors.
9. The child's oral and written vocabulary may be enlarged and refined by constant recognition and use of desirable expressions.
10. Children should be taught to evaluate work and to select the best with reference to the interest of their audience. The degree to which the purposes are realized will furnish a working standard in judging their accomplishment.
11. Keep prominent the single phase idea.

Committee:

IRENE STEELE, Chairman
 OLIVE MOORE
 HELEN KRALL
 MATHILDE HELLWIG
 ETHEL CAVERLY
 RUBY ADAMS

SUGGESTIONS TO TEACHERS

1. Before beginning this unit there should be a background of historical material for the period preceding the Revolution.

AS REPORTED

NATIONAL CHILD HEALTH DAY

The American Child Health Association has issued a "May Day Call to Arms." Specifically its suggestion is that May Day be treated as National Child Health Day. The object is succinctly set forth in a quotation from Herbert Hoover, as follows:

"The purpose of the May Day celebration is to focus attention upon our most precious national asset—our children."

The Association has recently completed a health survey of eighty-six cities and has developed a model plan of community health organization for a typical city. Those interested in its work and in the proposed May Day celebration may address the American Child Health Association at 370 Seventh Avenue, New York City.

SCHOOL ACTIVITIES IN GRAND RAPIDS

The *Grand Rapids Herald* of Sunday morning, November 29, carried a full page of text and illustrations setting forth the development in the Kensington School of an activity curriculum under the leadership of the principal, Miss Mabel Hutchings. The children kept a record of things they have done and things they want to do. They study birds and trees; they have periods of planning; they coöperate with the Parent-Teachers Association. The Grounds Committee is gradually assuming the functions of a student council. The reading lessons are based upon visits to the farm and various industries. Fixed seats have disappeared. Even in the kindergarten the little folk learn to work together in groups. The pictures which illustrate the article show that the conventional classroom has disappeared from the Kensington School and natural types of individual and group activities have taken its place.

A NEW GRADED BOOK LIST

Under a subvention from the Carnegie Corporation of New York, the American Library Association has been carrying on a study in children's reading in Winnetka, Illinois, with the coöperation of Superintendent Carleton W. Washburne and Miss Mabel Vogel, Research Assistant in the Winnetka schools. The method used is the familiar one of asking children for their reactions, plus the new feature of giving a definite testing of information.

One hundred thousand ballots in all were secured, of which fifty thousand related to some eight hundred books sufficiently often mentioned to make it worth while to consider them for the final list. For each book selected by twenty-five or more children, a study was made of the average reading ability of the children who enjoyed it. An attempt was made to discover the cause back of the selection of the books by the children. The titles which resulted have been arranged in a graded book list which will be issued by the American Library Association. It will differ from its predecessors by having behind it a more extensive and more carefully organized body of scientific data. Advance announcements indicate that in general the books on the new list will be graded from one to three years higher than in previous lists. This is a confirmation of other studies made in recent years which have indicated that reading matter for children was being graded about two years too low.

RESEARCH IN SECONDARY EDUCATION

The Commissioner of Education has appointed a National Committee on Research in Secondary Education. This committee is made up of representatives of the fol-

lowing organizations: U. S. Bureau of Education, National Education Association, National Association of Secondary School Principals, National Association of High School Inspectors and Supervisors, National Society of College Teachers of Education, National Association of Collegiate Registrars, Southern Association of Colleges and Secondary Schools, The Northwest Association of Colleges and Secondary Schools, the North Central Association of Colleges and Secondary Schools, Educational Research Association, and Association of Colleges and Preparatory Schools of the Middle States and Maryland.

The purposes of the committee as announced include:

1. To arouse those engaged in the field of secondary education to a consciousness of the need for research and to stimulate them to purposeful research activities in this field.
2. To initiate investigations bearing upon secondary school problems.
3. To advise and aid in investigations initiated by other agencies.
4. To coördinate research activities carried on by agencies interested in secondary education.
5. To act as a clearing house of information and results pertaining to research in secondary education.

Anyone interested may correspond with Mr. E. E. Windes, U. S. Bureau of Education, Washington, D. C.

COURSE-OF-STUDY MAKING IN DELAWARE

The principle of coöperation in the making of courses of study seems to be tolerably well established. Some new application of it appears almost every day. One of the most interesting of these is the attempt by Mr. John Shilling, Assistant in Charge of High Schools in the State Department of Public Instruction, Delaware, to secure from teachers of English and some

other subjects definite reactions as to objectives. This was done by submitting to the teachers specific lists of objectives to which the teachers were asked to react by indicating the relative importance of these objectives. Mr. Shilling's method will appear in the following example taken from his paper on first year high-school English.

OBJECTIVES IN ENGLISH I

In General:

Growth in the ability to speak, write and read and comprehend English, and in the appreciation of good literature.

Specifically:

1. Read from the Outside Reading List books to earn 30 credits, not going higher than X. The reviews to be oral or written or both.
2. Attain, if not previously acquired, a silent reading score of 60.7 in Thorndike-McCall Test.
3. Ability to speak three minutes on a prepared subject, using notes.
4. Ability to write letters which are mechanically correct, especially the following forms:
Ordering an article, enclosing payment.
A friendly letter containing narration.
A friendly letter containing description.
Appreciating the difference in spirit between business and friendly letters.
5. Ability to write a unified paragraph of 200 words or more, either descriptive or narrative, which is developed from a topic sentence. This means *one* paragraph.
6. Ability to use capitals, commas, and quotation marks correctly every time.
7. Spell equal or superior to the ninth-grade norm on the Ayres or Seven-S scale.
8. Ability to make a connected recitation in any one of the ninth-grade subjects.
9. Make a declamation of reasonable length in a way which is satisfactory as to voice, pronunciation, emphasis, and expression.
10. A working vocabulary sufficient to make a grade of 64 on Thorndike Test of Word Knowledge.
11. Mastery of as much technical grammar as is contained in such a text as Ward's *Sentence and Theme*.

12. Ability to recognize the various forms of sentences and to write examples of each, and to use them in composition. (Rhetorical points not included in this aim.)
13. Ability to carry on a conversation on a familiar topic.
14. Ability to make a report on a simple reference assignment. This is very important in its use in the socialized period.
15. Unity in all written themes.
16. Correct mechanics: margins, spacing, straight lines, etc.
17. Ability to use a dictionary and an encyclopedia; the dictionary habit.
18. A working knowledge of the more common proofreader's signs.

A SUPERVISORY CONFERENCE IN THE SOUTHEAST

The Commissioner of Education called a conference of supervisors at Nashville, Tennessee, for December 14 and 15. Ten southeastern states were represented. In the absence of Commissioner Tigert, the conference was conducted by Mrs. Katherine M. Cook, chief of the division of rural education of the Bureau of Education. Among the speakers of the conference were: Dr. Fannie W. Dunn of Teachers College, Columbia University, Dr. W. H. Burton of the University of Cincinnati, Miss Spencer, State Supervisor of Alabama, Dr. Frost and President Payne of Pea-

body College, Dr. O. G. Brim of Ohio State University.

The supervisors went on record as endorsing the plan of definitely budgeting the time of supervisors. Allotment of at least fifty per cent of the total working time should be made for classroom visits, the remainder to be divided among professional study, travel, teachers' meetings, community activities, and office and clerical work.

ROSEMARY JUNIOR SCHOOL

Rosemary Hall in Greenwich, Connecticut, has long been known as one of the leading private schools. This institution has now reorganized its junior department as an experimental school in accordance with the ideals of Professor John Dewey. The actual direction of the school is in the hands of Miss Elsie Ripley Clapp, who assists Professor Dewey in the conduct of his courses in Philosophy at Columbia University.

The curriculum is said to have its starting point in the individual activities and interests of the children and the work will proceed by means of group programs. Those who would like to know more about the details of the experiment may obtain an illustrated prospectus by writing to the director of the school.

THE READER'S GUIDE

THE JUNIOR COLLEGE

The junior college movement initiated by President Harper at the University of Chicago in the nineties has attained large proportions, larger than most who have not read Professor Koos's study realize.¹ With only a half dozen junior colleges at the opening of the new century, we now have nearly two hundred. These fall into three classes: public junior colleges, private junior colleges, and junior colleges within state institutions. What effect the introduction of the latter may have upon teacher training is a question practical school people are much concerned about. Doctor Koos finds little to indicate that the student body of a normal school is much affected so far as the training classes are concerned. A new group of students, largely young men, are attracted to the academic work. He deplores, however, the fact that on their way to becoming four-year degree-giving institutions the normal schools regard their junior college departments as only temporary.

SUPERVISION OF STUDENT TEACHING

Observation and practice teaching are thoroughly established as essential factors in the training of young teachers. Until recently, however, the technique of directing these activities was but little standardized. We are now accumulating a literature of the subject.

Professor Blackhurst's book is clear and well organized.² He places in the student's hands a guide book containing some forty-five brief "lessons" or chapters,

each preceded by a "student's aim" and followed by a short list of references. The student begins his work by considering the educational organization he is to become acquainted with and the procedure to be followed. He then learns the pupils' names, observes the physical surroundings, and so arrives presently at types of teaching, lesson-planning, and finally grading of pupils and rating of self.

No doubt other directors of practice will be glad to have access to Professor Blackhurst's materials. Whether all will accept his conception of good teaching is not so certain.

ARTICLES ON THE JUNIOR HIGH SCHOOL

Messrs. Lyman and Cox have performed a useful service by compiling for publication in an inexpensive form a number of accounts of the organization and courses of study of particular junior high schools.³ That the intermediate school attained to a local habitation and a name before it had developed a program of activities is well known. These case studies of schools in various sections of the country ought to help. A well-organized bibliography adds to the usefulness of this little volume.

THE PROBLEM STUDY OF ADMINISTRATION

A method which has long been recognized as effective in training of lawyers has now been skilfully applied to the training of school superintendents.⁴ Professors Strayer and Engelhardt and their co-workers, through the several surveys that they have

¹ *The Junior College Movement*. By Leonard V. Koos. Ginn & Co.

² *Directed Observation and Supervised Teaching*. By J. Herbert Blackhurst. Ginn & Co.

³ *Junior High School Practices*. Edited by R. L. Lyman and P. W. L. Cox. Laidlaw Brothers.

⁴ *Problems in Educational Administration*. By G. D. Strayer, N. L. Engelhardt and others. Teachers College Bureau of Publications, New York.

conducted and in other ways, have been able to compile a very large number of the specific problems which school superintendents have to meet. Typical examples of these they have selected and arranged under some sixteen headings, such as: Financing the Schools, Buildings and Equipment, Census and Attendance, Records and Reports, Personnel Management.

Each problem is set forth in detail in terms of an actual situation, concealed behind a fictitious name, and this is followed by analytic questions and by a list of suitable references. In this way the student is led to build up his own conclusions instead of having them handed to him. At the same time he will assimilate the literature of the subject by reading to a purpose. The introduction, by Professor Strayer, is an excellent exposition and defence of the problem method of teaching and learning.

A SOURCE BOOK IN SECONDARY EDUCATION

All college teachers of education must have felt at some time the serious limitations of the ex-cathedra method of handling educational topics. In an endeavor to make it possible for the student to do something for himself, Professor Uhl has compiled a sizable volume of excerpts to be used in classes in the "principles of secondary education."⁵ His main headings are: The American Plan for Secondary Education, The Secondary School Teacher, Secondary School Pupils, Secondary Education in Foreign Countries, The Reorganization Movement in Secondary Education, and Curriculum Problems. From these headings a notion can be gained of the comprehensiveness of the treatment which Doctor Uhl attempted. The book is rich in materials and will prove of great value to anyone who seeks to understand what American education is all about.

⁵*Principles of Secondary Education.* By W. L. Uhl. Silver, Burdett & Co.

SIGNIFICANT ARTICLES

TEACHERS' JOURNAL AND ABSTRACT

The latest addition to the list of educational periodicals is a monthly *Teachers Journal and Abstract*, published at Colorado State Teachers College, Greeley, Colorado, under the general editorship of President George W. Frasier. Management will be in the hands of Professor Earle U. Rugg. The purpose of this new magazine is to make available to those who cannot afford a wide range of educational magazines a gist of the best of the current writing in education. Each selected article is summarized in an abstract of from 300 to 500 words by one of the members of the faculty. Number I of Volume I contains, in addition, bibliographies of current books and pamphlets and numerous news notes relating to Colorado State Teachers College. This Journal will perform a service different from that of the existing journals and will no doubt have a wide circulation.

THE GROWTH OF PRINCIPALS IN SERVICE

With the increasing responsibilities of elementary school principals there has come an increased demand for training for their work. This is being met in various cities by means of conferences conducted by the superintendent, by study clubs of the principals, and the like. In the *Elementary School Journal* for January, Mr. Worth McClure describes the rating scheme in use in Seattle for the improvement of principals, together with other devices. For example, in the bi-weekly meetings of the principals with the superintendent, each supervisor of a special subject appeared and set forth the purposes of the work in the field which he represents. One of the most interesting items in the article is an outline by F. E. Willard on "How the Principal Helps the Supervisor."

SPECIALISTS IN THE PLATOON SCHOOL

The new assistant superintendent in charge of the elementary schools of Cleveland, Mr. H. M. Buckley, writes pithily but weightily in the *Journal of Education* for January 28 on the development of specialists as teachers in the platoon schools. He points out that the enriched curriculum now in use makes too great demands upon the individual teacher; no one person can cover so wide a range of subject matter. In a large school, however, teachers may be assigned to special lines of work and thus attain to more adequate preparation. Whatever form the elementary school of the future may take, Mr. Buckley thinks the teacher should begin at once to specialize in some line.

ARE WE PAYING MORE FOR EDUCATION

It is well known that the schools of the country cost in the aggregate very much more than they did ten years ago. It is not, however, well understood as to just how much actual increase in buying power the money which is spent on the schools today has. Dr. John K. Norton, of the National Education Association, answers this question in an interesting article in the *Journal of Educational Research* for January. He points out that although the actual money spent in 1924 represents an increase of 226 per cent over that spent in 1914, nevertheless the actual purchasing power of this money spent has increased by only 26 per cent. His article is supplementary to a recent bulletin of the National Education Association called "Taking Stock of the Schools," and provides a useful index of present-day school support.

Dr. Norton concludes that there is no room for retrenchment in support of the schools except at great sacrifice of school efficiency.

THE NEW BOOKS

Reading—Its Psychology and Pedagogy.

By John A. O'Brien. New York: Century Co., 1926. Pp. xxviii + 308.

The Discovery of Intelligence. By Joseph

K. Hart. New York: Century Co., 1924. Pp. xvi + 431. Illus. \$4.00.

Why Children Succeed. By Stuart A.

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TEST LESSON 88

One day in the warm weather of May, a man decided to make a garden for the first time. In his back yard he planned to grow radishes, lettuce, cabbage, and beans. He bought the seeds and planted them. Every day he went to see if they had come up. The bright sun and then the warm rain caused them to grow very quickly. The man was much pleased with everything except the beans.

"I shall never try to grow beans again," he said one day to his neighbor who was also out in his garden. "The seeds won't stay in the ground. Only this morning I had to cover them all over again."

What do you think the neighbor told him?

1. The man planted his garden in the (a) spring; (b) summer; (c) autumn; (d) winter.
2. He told his troubles to his (a) son; (b) wife; (c) neighbor; (d) father.
3. The man had made gardens (a) many times; (b) twice; (c) once; (d) never.
4. The seeds were planted in (a) a flower-pot; (b) a window box; (c) the back yard; (d) the front yard.
5. The garden was planted with (a) vegetables; (b) flowers; (c) fruit; (d) berries.
6. This man needed to study (a) carpentry; (b) gardening; (c) painting; (d) buying and selling.
7. What the man did not know was (a) how to plant beans; (b) the way to water his garden; (c) that bean seeds are pushed above the ground; (d) how to cover the beans.
8. The way the beans grew made the man (a) angry; (b) happy; (c) contented; (d) discouraged.
9. The best thing for the neighbor to tell him was to (a) buy better seed; (b) leave the plants alone; (c) keep covering them over; (d) plant the seeds deeper.
10. This story tells you that (a) only farmers should try to grow things; (b) all plants do not come up in the same way; (c) beans are not worth the trouble that it takes to grow them; (d) never ask any one about what troubles you.

No. right	0	1	2	3	4	5	6	7	8	9	10
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